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Authentic Assessment: Evaluating the Saudi EFL Tertiary Examination System

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Abstract—As early as 1983, Rossi propounded that one of the issues of particular interest and development within the foreign and second language teaching profession is that of proficiency testing or the evaluation of a learner's level of linguistic and communicative competence. This still holds true. On the contrary our pilot study using the Question Paper Evaluating Checklists (included in this paper) indicates that all is not right with the designing of EFL question papers in Saudi Arabia though EFL assessment patterns in the KSA have undergone much change from the time that English was first introduced into the curriculum as a compulsory foreign language. It is the demand of time that evaluation patterns be evaluated on the touchstone of latest research and their relationship with classroom practices be established. This will help the learner-teacher combine to plug the loopholes in language training. In other words, we have to realise as educators that good assessment forms the basis of a wealth of learner information that has direct and indirect ramifications on curriculum and pedagogy. Hence the need to study this aspect of EFL in the light of modern literatures in order come up with constructive recommendations.

Index Terms—EFL, question papers, assessment, testing, evaluation

I. INTRODUCTION

The aim of a language test is to elicit such language use responses from the learners as may enable us to arrive at conclusions to predict the learners' ability to use language in contexts outside the test situation alone. Further, in EFL contexts such as in KSA, future employment depending upon the learners' grading, certification, selection and finally, placement remains the larger motivation for enrolling in foreign (English in this study) language courses. This makes it all the more imperative for the tests to be designed and used to gauge these specific parameters. Moreover, the testers would want to show (1) that the components that they taught in the courses offered also correspond to the items included in the test; and (2) that the learners are familiar with the test tasks as they replicate the learning activities they actually engaged in during classroom learning. In short, the language test will help us establish a specific relationship between classroom sessions, test expectations (of the testers) and real life language use by the learners.

The current paper proposes to focus specifically on the testing of the four English language skills under the Degree Programme called English Language and Translation at Qassim University, KSA. It is often seen in EFL testing situations that whereas Reading and Writing are assessed by assigning comprehension and free writing tasks, more often than not, in a test of Speaking-Listening skills, ease overtakes principle and practical considerations defeat desire. The end result is that we administer a written test where our aim is to test the speaking proficiency of the learners. This is also observed in the KSA, where the closest the assessment comes to testing speaking is in shifting the focus to translation. We forget the old adage that 'Translation is an art' and ought to have a limited place in language learning as such. In fact, the rigours of the course should aim to prepare the learners to acquire enough skill to apply themselves to translation: It should be the outcome of the course rather than the course itself.

This paper also attempts to develop a checklist for the evaluation of EFL test papers.

The syllabus for EFL, a course known as Bachelor's Degree in English Language and Translation with a Major in English and Translation, lists the following components (not necessarily in this order; sometimes a topic is spread over more than one unit):

1. English Grammar
2. Reading and Vocabulary Building
3. Listening and Speaking
4. Pronunciation
5. Writing
6. CALL
7. Translation Theories
8. Instantaneous Translation
9. Literary Translation

This is an eight term course in which at the end of the fourth term learners have to choose between Literature and Linguistics in addition to Language which is a compulsory component. For reasons of space and time, we have limited out investigation to the Literature component to the exclusion of Linguistics which can be an exclusive area of study.

Clearly the philosophy behind this syllabus design is to treat language proficiency as a multi-dimensional ability as enumerated by Oller (1983) consisting in 'a number of interrelated specific abilities as well as general ability or set of general abilities or procedures'.

In line with this thinking, the Course Prospectus spells out the goals of the programme. Broadly stated, these are:

1. Training and preparing the learners to be translators and interpreters.
2. Improving the linguistic skills of KSA learners in Arabic and English.
3. Enabling the learners to appreciate diverse cultures and languages.
4. Helping the learners enhance their oral and written communication skills.
5. Developing learners' critical thinking skills and ability to produce logical and well-structured arguments.

In short, the programme aims to turn out language enabled people who have the requisite language tools to succeed in any field, whether it be law, politics, business, or any other situation in international work culture.

The aim of this paper is:

- i. to study whether and how far the Achievement Test mechanism of the University is able to evaluate the proficiency achieved by the learners' as a result of the programme;
- ii. if the findings show that there are pitfalls in the Achievement Test system, then suggest ways and means to rectify them.

II. RESEARCH PROBLEM AND SIGNIFICANCE OF THE STUDY

Assessment patterns in KSA have not seen a sea change ever since English was introduced as a compulsory course in 1958. By virtue of their poor dynamism, it may be assumed that the assessment measures currently in vogue in KSA do not correctly assess the learners' potential to acquire new skills, and develop lateral thinking that fosters problem solving strategies in new and unfamiliar situations. By the latter we mean the real world of language use that EFL speakers encounter in higher education, research or work environments. The EFL papers lean heavily on testing the recall capacity of the learners. Instead of being an aid to learning, testing methods in EFL are indicators of learning alone. These do not test the learners' ability to interconnect ideas and use learned inputs to create new outputs. On the touchstone of variety in the design and content of the assessment tool(s) too, these papers fall flat on the face. In the long run, assessment tools are valid and useful only if they allow adaptation of teaching to student needs. This study is a significant step in the direction of remodelling the assessment patterns in EFL to tackle the issues highlighted here.

III. RESEARCH OBJECTIVES

The study has the following points of reference as its objectives:

1. To highlight the shortcomings of the current testing patterns in EFL with special reference to concurrence between classroom learning and test content and pattern.
2. To provide guidelines on designing EFL question papers that have the following elements:
 - i. Coherence
 - ii. Effectiveness
 - iii. Inputs to assess declarative knowledge
 - iv. Inputs to assess procedural knowledge

IV. RESEARCH QUESTIONS

1. Are the current EFL test papers made up of the items of highest priority for testing with common usage as the benchmark?
2. Is there duplication in the test items, e.g. more than one question testing the same skill?
3. Are the tests using optimum techniques for testing certain topics? For instance, some language elements lend themselves to dictation, others to completion, others to multiple choice, etc. Does the paper pay due attention to these factors?
4. Are a variety of techniques being used within one test to make it more interesting?
5. Does the test paper use the same language as used during the instruction of an item?
6. Do the learners feel they were given a fair opportunity by the questions to bring out their best?

Questions 1-3 will be answered by comparing the Qassim University EFL question papers with the MET sample (enumerated upon later in this study). A fifteen item questionnaire will be administered to collect primary data to answer Questions 4-6.

Testing, Assessment or Evaluation?

All the three terms are used to measure learners' progress in the light of the goals and objectives stated in the policy that lies behind inclusion of a subject in the curriculum. However, these also indicate different things at a micro level. Testing measures the short term curricular achievement by checking the level of skill reached. Evaluation takes into

account the result of testing to make judgements on the criteria and evidence. Finally, Assessment is a process spread over a longer duration of time and is based upon consideration of learners' knowledge, skill acquisition, recording and scoring of these in measurable terms with the larger aim of improving the process of learning.

V. LITERATURE REVIEW: WHY TEST THE TESTS?

Summing up developments in language assessment over a period of many previous decades, So et al. (2015) assert that contrary to the finding that real world language use is simulated only by tasks that involve multiple language skills, current testing mechanisms measure one of the four skills at a time. For reasons of practicality, assessments do not integrate all the language skills. The answer to devising such tests might lie in the available literature: each offering a bit that can contribute to the whole.

In a discussion of steps that may aid in improving teachers' assessment of EFL learners, Cumming (2009) talks at length about the significance of teacher development. This finding is relevant to the current study also as it says that classroom based assessment is a factor of educating the practicing teachers to 'appreciate' and 'use' the vast assessment related information that has accumulated in the recent times. Further that teacher-student interaction is central to classroom learning as it inevitably involves much covert as well as formal assessment of the learners' performance. Thus, it sheds light on the responsibility that falls on the teachers when they opt for Formative Assessment discussed in the next study quoted here.

Quoting Black and William (1998), Xu (2009) says that conventional testing methods are plagued by the 'teaching-to-the-test' phenomenon among other problems. To rid the EFL system of this negative effect, Chinese TESOL educators have started favouring an alternate means of assessment. This is Formative Assessment. This enables the teacher to plan the instruction content and pedagogy based upon the feedback obtained from the learners' performance in the FA. However, one big challenge here is the effective implementation of the system.

NOTE: Formative Assessment (FA) is based on short term learning and can use Multiple Choice Questions (MCQs), fill-ups, true/false, or other objective testing patterns to check the students' learning.

Need for in-service teacher education, an exclusive area of study by itself, in improving testing patterns is explored by Troudi (2009) who sought teacher feedback based upon an open ended questionnaire. This study has special relevance to this work as it was carried in a similar language setting: it is a study of EFL assessment in the UAE and Kuwait, where the mother tongue is Arabic. The results showed that the factors affecting the teachers' views on assessment were: their knowledge of the field of language learning and teaching, and by the prevalent social milieu and socio-political factors governing their employment status. In other words, the teachers had little, if any, role to play in assessment because of the 'top down managerial approach' to education, concern for validity and quality assurance in the programmes.

Looking at early history of research into language assessment, what Rosenbaum (1971) says about the 'unpleasant' task of testing is as true today as it was then: Since tests determine marks, and marks result in student attitudes toward teachers as well as subjects, it follows that tests play a crucial role in the student-teacher relationship. To be sure, good testing is based on good teaching; in both activities knowledge of the subject is as important as professional skill. However, in testing more than in any other phase of teaching, lack of know-how will be of consequence. Further that teachers in training and beginning teachers know very little about testing. Experienced teachers when faced with poor test results are some- times apt to blame students and not themselves. "He just didn't study." But often the test itself, the method of administration or that of marking is at fault.

In the following decade, however, empirical studies clearly demonstrated that the kind of test tasks used can affect test performance as much as the abilities we want to measure. Pioneers in this promulgation were Bachman & Palmer (1981, 1982, 1988); and Clifford, (1981) to name a few.

Studies by Alderson & Urquhart (1985) and Erickson & Molloy (1983) among others demonstrated that the topics of test tasks can affect performance. Results of these studies have stimulated a renewed interest in the investigation of test content.

As quoted in Bachman (1991), Alderson and colleagues (Alderson, 1986, 1990; Alderson & Lukmani, 1986; Alderson, Henning, & Lukmani, 1987) have been investigating:

(a) the extent to which "experts" agree in their judgments about what specific skills EFL reading test items measure, and at what levels, and

(b) whether these expert judgments about ability levels are related to the difficulty of items. Their results indicate first, that these experts, who included test designers assessing the content of their own tests, do not agree and, second, that there is virtually no relationship between judgments of the levels of ability tested and empirical item difficulty.

According to Bachman (1991), test designers and experts in the field disagree about what language tests measure, and neither the designers nor the experts have a clear sense of the levels of ability measured by their tests.

The 1980s in Language Testing were a decade of "communicative" testing. Two branches of communicative approaches to language testing came into existence: One traces its roots to the Canale/Swain framework of communicative competence (Canale, 1983; Canale & Swain, 1980). The other is characterised by the Test of English for Educational Purposes (Associated Examining Board, 1987; Weir, 1983), the Ontario Test of English as a Second Language (Wesche et al., 1987), and the International English Language Testing Service (e.g., Alderson, 1988b;

Alderson, Foulkes, Clapham, & Ingram, 1990; Criper & Davies, 1988; Seaton, 1983) that grew out of the English for specific purposes tradition.

According to Bachman (1991), the following are the features of Communicative Language Testing:

1. An "information gap," requiring test takers to process complementary information through the use of multiple sources of input. Test takers, for example, might be required to perform a writing task that is based on input from both a short recorded lecture and a reading passage on the same topic.
2. Task dependency, with tasks in one section of the test building upon the content of earlier sections, including the test taker's answers to those sections.
3. Integration of test tasks and content within a given domain of discourse.
4. Finally, communicative tests attempt to measure a much broader range of language abilities- including knowledge of cohesion, functions, and sociolinguistic appropriateness- than did earlier tests, which tended to focus on the formal aspects of language-grammar, vocabulary, and pronunciation.

VI. RESEARCH METHODOLOGY

The ultimate aim of all language training is to bring the learners up to a level of proficiency where they can use the language successfully as a medium of communication. Every year students graduating from various universities in KSA aspire to proceed for higher education in Europe, Great Britain and the USA. An equally large number wishes to find employment in the western world. In either case, they are required to appear for standard English proficiency tests to determine their language ability.

In the KSA English is taught from grade four onwards as a compulsory foreign language. However, in informal interviews, learners have variously confessed their disappointment with the pedagogy, syllabus content, and even testing methods, blaming either all or a combination of these for their less than desirable proficiency. This feedback will also be verified formally by administering a questionnaire (Appendix 01) as discussed later here.

Much is wrong overtly and covertly with the test papers at QU. To start with the most worrisome issue, these papers do not ever cover the complete prescribed syllabus. Thus this kind of assessment does not truly reflect the learning. Neither does it test the students' understanding or their ability to apply this understanding.

Then, the assessment rubric or instructions at the beginning of the paper or each question fails to specifically state what the students are expected to do. How can we expect the students to do well when in the first place, they are not even aware of the criteria for success? In fact, anything that is to be graded or assessed, should have a criterion already given to the students even before they are taught it in the class.

In foreign language learning, short term memory is more actively involved than long term memory. However, the EFL papers in QU run contrary to this logic. Questions that begin on one page are often carried over to the next page. By the time the students read through the entire question, their memory has already relegated to the background what they read on the previous page. Consequently, they either waste precious time flipping the pages or end up answering what they have not even been asked!

In an assessment situation, it is important for students to have a clear picture of the weightage assigned to each question so that they can prioritise their answers. This is even truer for foreign language assessment where the learners' proficiency is only borderline. However, the QU papers do not state the maximum marks allotted to each question, and worse, sometimes the marks allotted do not add up to the total weightage of the paper.

Further, there have been instances of students failing to distinguish between the instruction section of the question and the question itself. The reason is that the two sections mostly run in continuation with no change of font or space break to differentiate between them. Moreover, these huge chunks of printed material with no variation in font style or size appear intimidating to the already stressed out student of foreign language, adding in multiples to his/her confusion and loss.

Consequently, this study will follow a multi-pronged approach:

- (i) Current EFL testing instruments of Qassim University will be compared with the MET (Michigan English Test) which is a standardised test to conclude whether the KSA EFL testing pattern conforms to those globally recognised.
- (ii) The learners (80) enrolled for the two EFL courses will be requested to attempt the **free online sample** of the test and submit the self-assessed scores for compilation and analysis. These results will be used to draw correlation with their performance in tests of these language items administered in due course at the University.
- (iii) A fifteen item questionnaire will be administered to forty EFL learners each in the two EFL courses offered at Qassim University, viz, Language and Literature, and Literature and Linguistics, to get student feedback on EFL question papers at the University.

VII. ABOUT THE MICHIGAN ENGLISH TEST

The official site of MET www.cambridgemichigan.org clearly states that the MET is a standardised test (that is one that has been designed as a result of research) that tests the high-beginner to low-advanced EFL learner. It is administered in many countries around the world to gauge the English language proficiency in 'social, educational, and workplace contexts'. Clearly, the test covers practically all possible language use situations that the Saudi EFL learner

is likely to encounter in real life. This test is regularly updated to keep pace with ongoing language and assessment research and is so designed as to help the test takers demonstrate their language proficiency rather than discover the areas they lag behind in.

The MET is variously used to judge proficiency at the end of the course, and in employment situations, such as, selection and promotion where language proficiency is desirable. MELAB, offered by the CaMLA is one of the Michigan Battery Tests and is used for admissions to academic courses in many countries in the west.

As mentioned before in this paper, the current study proposes to use only the **free online sample** of the test as the baseline to compare the learners' earlier performance in similar items. The coefficient of correlation so arrived at will enable us to determine the standard of the current EFL testing machinery at Qassim University.

We have chosen MET even though it tests learners primarily on English Language Skills whereas at Qassim University they are also tested for content courses. This is based on the premise that foreign language learners may receive lower scores on content area assessments administered in English than they would if they took the same tests in a language in which they were proficient. This is also the reason why international English language tests too limit themselves to the skills.

VIII. FINDINGS, DATA ANALYSIS AND INTERPRETATION

Language proficiency is a dynamic ability, ie, one that can improve or worsen over time and practice. A language score in say, Grammar, in the first term of the course need not be valid by the time the learners reach the last term and undergo the Exit Exam. Testing one language component in a particular term and then forgetting all about it in the other terms does not in any way establish the learners' continued proficiency in that component. At Qassim University, the syllabus for English is designed in the following manner:

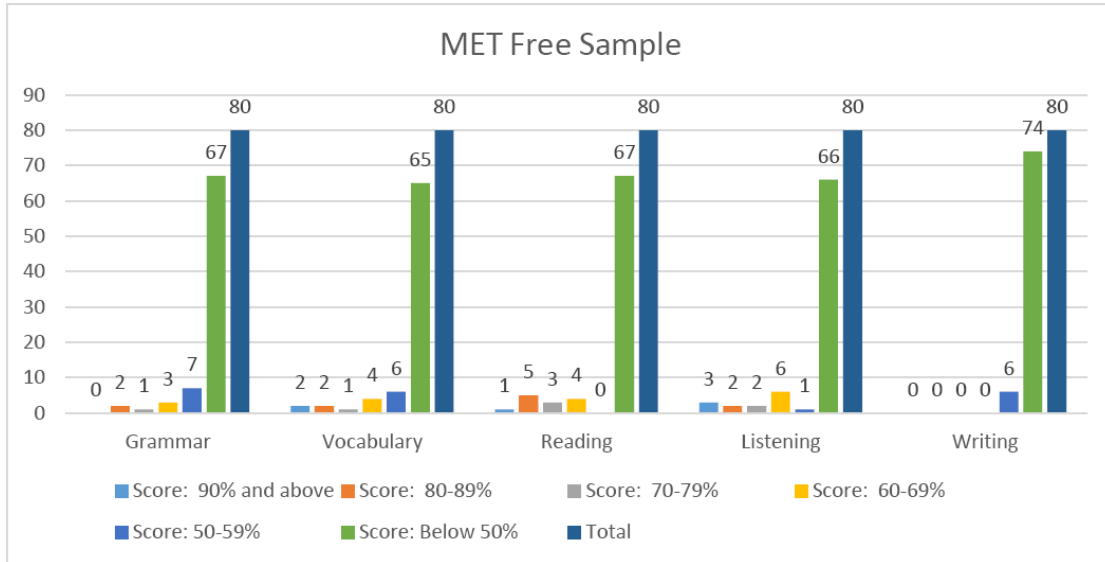
TERM	PAPER	PART	UNITS
	English Grammar & Sentence Writing-1		2 units
	Listening & Speaking	1	2 units
	Reading & Vocabulary Building	1	3 units
	Pronunciation		3 units
	English Writing	1	2 units
Term 2:			
	English Grammar 2		2 units
	Listening & Speaking	2	2 units
	Reading & Vocabulary Building	2	3 units
Term 3:			
	CALL		3 units
	English Grammar	3	3 units
	Listening & Speaking	3	2 units
	Reading & Vocabulary Building	3	3 units
Term 4:			
Term 5:			
	Translation theories		3 units
Term 6:			
	Machine Translation		3 units
Term 7:			
	Terminology and lexicography		3 units
Term 8:			
	Instantaneous Translation		3 units
	Literary Translation		3 units
	Issues and Problems in Translation		3 units

Consequently, the corresponding language items are tested at the end of each term. Thus, by the end of the eighth term, a long gap is established between the learners and language components covered in the first four terms. This is so as with the commencement of the fifth term, they are required to opt for specialization. What is forgotten is the fact that English for these (or any) learners in KSA is a foreign language and the test score of any component tested earlier may not hold good any longer.

This assumption is proved right by the learners' score in the comprehensive MET sample test where they are tested for several language skills within the same test paper. Eighty learners who would be taking their University Exit Exam within a few months were asked to undergo the MET. Out of these eighty learners who individually underwent the Free MET sample test available online, the component-wise scores were as follows:

TABLE 1
MET FREE SAMPLE SCORES:

Component	Score 90% and above	Score 80-89%	Score 70-79%	Score 60-69%	Score 50-59%	Score Below 50%	Total
Grammar	0	2	1	3	7	67	80
Vocabulary	2	2	1	4	6	65	80
Reading	1	5	3	4	0	67	80
Listening	3	2	2	6	1	66	80
Writing	0	0	0	0	6	74	80

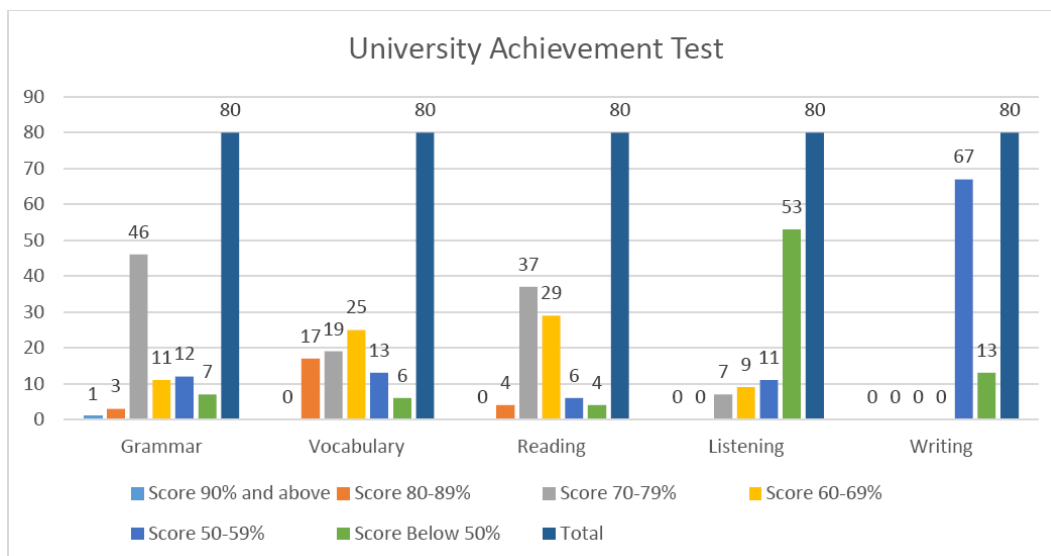


Clearly, in a term where the learners are asked to focus strictly on translation, other components of the language were not given sufficient classroom time and the result is as could be expected.

However, these results are rather contrary to the learners' in-house Achievement Test at the University. We reproduce here their scores.

TABLE 2
UNIVERSITY ACHIEVEMENT TEST SCORES:

Component	Score 90% and above	Score 80-89%	Score 70-79%	Score 60-69%	Score 50-59%	Score Below 50%	Total
Grammar	1	3	46	11	12	7	80
Vocabulary	0	17	19	25	13	6	80
Reading	0	4	37	29	6	4	80
Listening	0	0	7	9	11	53	80
Writing	0	0	0	0	67	13	80



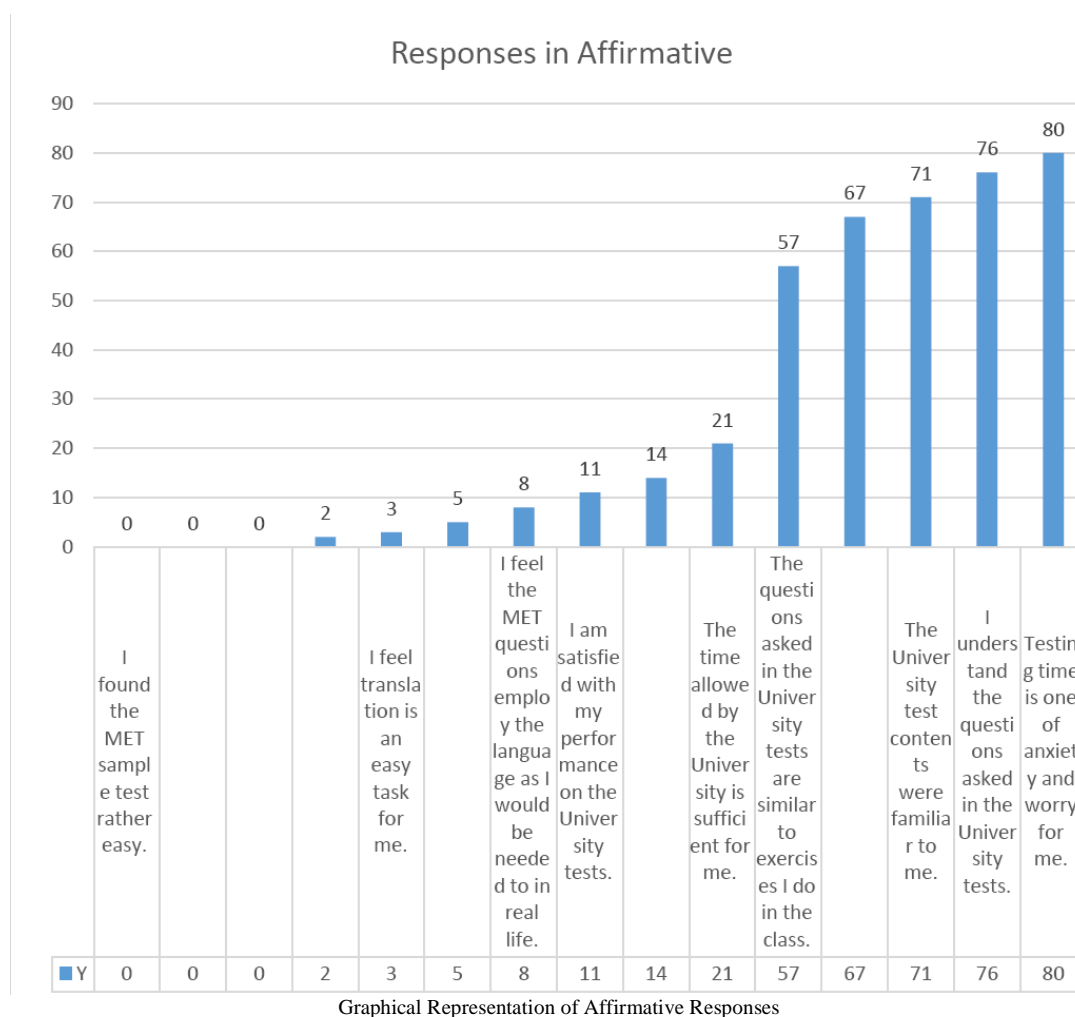
Checking the results at a glance, we observe that whereas in MET the tendency of the data (comprising learner output) is more on lower percentage of scores, the trend dramatically reverses in the University Achievement Test where the scores show a far better leaning with more concentration at the middle.

This comparison clearly establishes the fact that the respondents are not prepared to succeed in the internationally recognised proficiency tests even if they are moderately comfortable with the pattern and content of the UETs: the reasons are many as are discussed later here in the Recommendations section. In the Grammar component, only seven participants scored poorly (below 50%) in the UET but in the MET, this number went up to sixty seven. In Vocabulary section, the scores are similar, with sixty five participants still scoring less than fifty percent marks but in UET they seventy four participants scored between eighty nine and fifty percent marks. This would indicate one of the two possibilities: i. the UET tests simple vocabulary; ii. the participants tend to learn the vocabulary to be tested in the University exam. In the Reading test, again sixty seven participants scored less than fifty percent marks but a large number of this same group scored between sixty and seventy nine percent marks. The outcomes are much the same in Listening test with sixty six participants hovering below the fifty percent mark in MET but a close fifty three participants in UET also did poorly with scoring below fifty percent marks. This reinforces our assumption that the oral-aural skills are ignored in the University curriculum. Finally in the test of Writing seventy four participants scoring below fifty percent in MET but only thirteen doing that poorly in UET.

Let us correlate this outcome with the learners' response (Table 3) to the Questionnaire (Sample Appendix 01).

TABLE 3
QUESTIONNAIRE RESPONSES:

S. NO.	QUESTION	Y	N	TOTAL
1	I understand the questions asked in the University tests.	76	4	80
2	The time allowed by the University is sufficient for me.	21	59	80
3	I am aware that for employment I may have to take one of the International Proficiency Tests for English.	2	78	80
4	Testing time is one of anxiety and worry for me.	80	0	80
5	I am satisfied with my performance on the University tests.	11	69	80
6	I found the MET sample test rather easy.	0	80	80
7	The questions asked in the University tests are similar to exercises I do in the class.	57	23	80
8	My performance would have been better had the University test components been different.	14	66	80
9	I feel translation is an easy task for me.	3	77	80
10	For my aspirations from the EFL course, I find the tests right and closely related to real life situations I might use the language in.	0	80	80
11	The University test contents were familiar to me.	71	9	80
12	I was able to tackle the MET sample test questions because I had studied these components in my course.	5	75	80
13	My teacher taught me in the class the way questions are asked in the MET sample test paper.	67	13	80
14	I feel the MET questions employ the language as I would be needed to in real life.	8	72	80
15	With my knowledge of English, I am confident of scoring well on any proficiency test for English.	0	80	80



IX. RESPONSE ANALYSIS

An overwhelming ninety five percent of the learners are familiar with the language used to ask questions in the University Achievement Test (henceforth UAT) but seventy three percent of them would have liked more time to write their answers. This goes to show that though they comprehend the questions well, they feel hampered by poor writing skills.

Ninety seven percent of the respondents are not aware of the need to undergo International Proficiency Tests in English for employment outside of KSA. Needless to say, motivation is a prominent deciding factor in foreign language learning. Ignorance about future needs passively eliminates motivation for these learners.

All the respondents uniformly reported feeling anxious for the UETs. This can be supposed to stem from lack of confidence which is a direct outcome of insufficient classroom drill. Eighty six per cent of the respondents also reported being not satisfied with their performance in the UETs.

In a finding that need not be surprising, the respondents though scoring moderately on the UET unanimously found the standard MET rather difficult. This is a significant finding for the 'washback' effect as it goes on to prove that the test components of the UET are not up to the International proficiency expectancy level.

Seventy one percent as opposed to twenty seven percent of the participants reported familiarity with the questions asked in the MET. This finding is also corroborated by response to Q1, Q8 and Q11 which seek to find whether or not the learners understood the UET question tasks; if the respondents would rather have had different set of tasks asked of them in the UET; and the learners' familiarity with the test contents.

The positive response of eighty seven percent of the learners to their inability to do the task related to translation, indicates poor proficiency which may be a factor of dearth of vocabulary as is also apparent in both MET and UET performances.

With good exposure to English films and music, the response of the learners to Q10 is educative for the teachers. Hundred percent of the respondents are aware that their training in EFL is not conducive to real life language use situations. Clearly, it is time to modify the EFL curriculum at Qassim University.

To the contrary, ninety three percent of the participants reported unfamiliarity with the MET test components (Q12) and testing pattern (Q13). Needless to say, MET is one of the standard English Proficiency Tests to qualify which may a prerequisite for employment outside of KSA. Responses to Q14 and Q15, wherein ninety one percent of the participants expressed awareness that the test items of MET appeared closer to their real life needs, and all eighty unanimously showed awareness of their poor English proficiency, are both very encouraging outcomes for the policy makers and teachers alike. With their current level of awareness, a change in the University curriculum and assessment design will be welcomed by the student community making it much easier to implement.

X. RECOMMENDATIONS

EFL testing at Qassim University can serve the interests of the learners better by modifying test machinery in keeping with the times. Here are our recommendations:

1. Exclusively testing one or a few language components does not ensure evaluation of other components. Therefore, after the fourth term too Grammar, Vocabulary, Listening, Speaking and Writing should find a place in the exams.
2. Not only this, classroom activity should also include daily drills on these. After all they are the foundations on which we target to erect the edifice of our learners' language proficiency.
3. University exam papers should be set on the same pattern as those of other international proficiency tests such as, MET, IELTS and TOEFL.
4. Recommendation 3 means that we have to upgrade our curriculum to prepare the learners for these. Here are some ways:
 - i. More comprehensive vocabulary lists for memorisation (as it is important to ensure a certain word bank in the learners' memory);
 - ii. Rigorous grammar training with planned increase in difficulty level;
 - iii. Writing practice on daily basis with greater emphasis on collaborative writing

Arabic is one of the official languages of the United Nations which offers fantastic employment opportunities to our Translation Graduates who may be employed as Translators and Precis Writers. www.careers.un.org has posted sample examinations and previous years' question papers expressly for the purpose of practice for aspirants to these jobs.

1. Classroom modules must find space and time for these and other competitive exam practices. After all the idea behind all this language training is employability of our learners.
2. Speaking as a skill should find primacy in classes: three moderate learners mediated by one proficient learner should be encouraged to engage in speaking drills. Short group sessions should form part of the teaching schedule as a group of more than five EFL learners has been found contrary to conducive foreign language learning environment. Further, recent findings have shown that engaging three instead of the conventional two learners in speaking exercises is found to be more useful by the learners.
3. Assessments should be carried out at two levels: Formative, to evaluate if the learners are making expected progress in the specific language items being taught in the classroom; and Summative, to evaluate student learning and skill acquisition periodically.
4. Speaking is a skill that needs speaking test and not a written pronunciation drill as is done at KSA. During assessment, learners' proficiency for dialogue as well as reading aloud ability (to test pronunciation) should be tested.
5. In the benefit of the learners we must not shy from increasing the vastness and scope of the syllabus. Tutorials may be resorted to for better and individualised attention to each learner. A little extra effort in the present on the part of the teachers as well as learners can go a long way in ensuring a bright future.
6. Testing the Test Papers using the following Checklists:

Checklist 1. Face Validity of Question Paper

No.	Items	Yes	No	Suggestion(s) for Improvement, where applicable
1	University Name and logo			
2	Department name			
3	College name and location			
4	Semester No.			
5	Academic year			
6	Course name and code			
7	Course division			
8	Exam date			
9	Maximum marks			
10	Allotment of Marks (question wise)			
11	Duration of the exam			
12	Student's name & Academic no.			
13	Instructor's name			
14	Pagination			

Checklist 2. Qualitative Analysis of Question Paper (ideal responses are enclosed in brackets):

- i. Does the test rely heavily on the learners' expressive ability in English. (No)
- ii. Being Arabic speakers, are the learners familiar with a similar testing pattern in Arabic. (Yes)

- iii. Is English language proficiency a pre requisite for taking this test. (No)
- iv. Does the test address the specific item desired to be tested. (Yes)
- v. Are the questions asked familiar to the learners. (Yes)
- vi. Given that a foreign language is being tested, are there any confusing or unfamiliar contents in the paper. (No)
- vii. Were the learners exposed in the class to the items (both content and task design wise) (Yes)
- viii. Does the instrument test the learners' critical thinking ability. (Yes)
- ix. Does the instrument employ a variety of questioning procedures. (Yes)
- x. Is the test format familiar to the learners. (Yes)
- xi. On the counts of validity and reliability, is the test within acceptable limits for this particular learner group. (Yes)
- xii. Is the English vocabulary used in the test unfamiliar to the learners. (No)

Checklist 3. Analysing the Question Paper for Variety of Question Types

Kindly state whether the question-paper contains the following type(s) of questions:

- i. MCQs
- ii. True/ False
- iii. Matching items
- iv. Fill-in-the blank
- v. Short descriptive questions
- vi. Essay type questions

Ensuring Validity and Reliability of the Language Tests

Phelan and Wren define Reliability and Validity in 'Exploring Reliability in Academic Assessment' (2005-2006). A test is said to be reliable if the results it produces are consistent over a period of time. Test-Retest Reliability can be obtained by administering the same test twice over a brief time span. Parallel Forms Reliability is obtained by administering two versions of the same test. Inter-Rater Reliability measure the degree of agreement of assessment decisions of different raters. Finally, Internal Consistency Reliability measures the degree to which different test items produce similar results.

Validity tests the extent to which a test measures what it intends to measure. Face Validity as the name suggests ascertains the Validity (ie whether it covers all the items intended to be tested) simply by looking at the test. Construct Validity ensures that the measure actually measures the construct and not other variables. A panel of experts familiar with the construct can assess this type of validity. Criterion-Related Validity predict performance. Finally Formative Validity assesses the outcomes to surmise how well a measure is able to provide information to help improve the program under study.

Limitations of the Study

The scope of the current study, however, is limited to evaluating the EFL assessment practices at Qassim University, KSA. The sample under consideration was only of eighty EFL learners. Though it can be assumed to be representative of the larger EFL learner community in the KSA, pedagogical and policy changes being serious issues need a greater number of studies.

APPENDIX. FEEDBACK QUESTIONNAIRE

Here are some questions to obtain your views on the EFL tests that you take at Qassim University. You need to circle either Y (for Yes) or N (for No)

1. I understand the questions presented in the test. Y/N
2. The time allowed for the tests is sufficient for me. Y/N
3. I am aware that for employment I may have to take one of the international Proficiency Tests for English. Y/N
4. Testing time is one of anxiety and worry for me. Y/N
5. I think I do well on the tests. Y/N
6. I found the MET sample test rather easy. Y/N
7. The questions asked in the tests are similar to exercises I do in the class. Y/N
8. My performance would have been better had the test components been different. Y/N
9. I feel translation is an easy task for me. Y/N
10. For my aspirations from the EFL course, I find the tests right and closely related to real life situations I might use the language in. Y/N
11. The test contents were familiar to me. Y/N
12. I was able to tackle the MET sample test questions because I had studied these components in my course. Y/N
13. My teacher did not teach me in the class the way questions are asked in the MET sample test paper. Y/N
14. I feel the MET questions employ the language as I would be needed to in real life. Y/N
15. With my knowledge of English, I am confident of scoring well on any proficiency test for English. Y/N
16. Does the exam cover the major components of the syllabus?
17. Is there a distinction between the rubric and the question items with regard to the font size used?
18. Do the questions address the three main levels of students: above -average, average and below -average?
19. Are the questions context-based? (skill courses only)

20. Are the questions sequenced from easy to difficult?
 21. Is the paper marginalized?

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Effect of Environmental Problem-based Learning on the Indonesian EFL Students' Environment-related Vocabulary Mastery and Writing Ability

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Abstract—This study aims at examining the effect of environmental problem-based learning (PBL) on the environment-related vocabulary mastery and writing ability of Indonesian EFL students. Previous studies showed that problem-based learning is a student-centered learning approach that affects students' learning positively and significantly. This study employed a quasi-experimental design by involving two classes of senior high school students, each consisted of 30 students. One class was assigned to be the experimental group and treated with environmental PBL, while the other class was assigned to be the control group and taught conventionally. A vocabulary test was used to measure the students' environment-related vocabulary mastery, while a hortatory writing test was used to examine the students' writing ability. The data were analyzed by using independent sample t-test. The results of the study showed that the students who were taught by using environmental PBL improved their environment-related vocabulary mastery and their writing ability significantly. The PBL approach is then recommended for future teaching and research. Nevertheless, before implementing this approach, other teachers and future researchers should consider the readiness of the curriculum, the students, and the school infrastructure.

Index Terms—environmental problem-based learning, environment-related vocabulary, writing ability

I. INTRODUCTION

Sustainable environmental education and language learning work simultaneously. This needs appropriate learning approaches so that the objectives of language learning as well as the purpose of encouraging students' awareness of the environment could be achieved effectively. In Indonesia, the government has set an environment-based school called *Adiwiyata*, in which compulsory subjects are integrated with environmental education. However, some teachers find it difficult to determine the appropriate learning approaches and the environment-related materials for the basic competencies they teach. More particularly, it is not easy to transform the issues into meaningful and joyful learning. The Indonesian 2013 Curriculum suggests three kinds of learning approaches: Project-based learning (PjBL), Problem-based learning (PBL), and discovery learning. Since this study deals with environmental issues that require high order thinking analysis, we believe that PBL is learning approach that is capable of carrying the mission.

Problem-based learning is a student-centered pedagogical approach in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. It presents a contextual problem that stimulates the students to learn the topic with high order thinking skill. PBL classroom supports many of the components necessary for effective learning. For example, students would be deeply engaged, think critically, practice team-working, show confidence in problem solving situations, and make connections between the classroom and everyday life (Myers & Botti, 2000; Tan, 2004; Prince & Felder, 2006; Hung, Jonassen, & Liu, 2007). Another defining characteristic of PBL was mentioned by Barrett (2005). They stated "in PBL tutorials, students define their own learning issues, what they need to research and learn to work on the problem and are responsible themselves for searching appropriate sources of information" (p. 13). Hence, incorporating the environment education to English-as-a-foreign-language (EFL) classes through PBL could enrich the students' vocabularies related to environment since learning to use the language and using the language to learn happen simultaneously. Thus, the students have the opportunity to learn language instructions, and at the same time experience real-life education.

It is essential for the students to venture out to explore their surroundings and to learn from their environment. Learning a language does not mean only learning its grammatical structure; it also means learning how to use it to communicate and deliver messages to other people. Thus, it is enriching to have students to use the language while they

explore life outside the classroom, learn from the world, improve their sensitivity of the environment, and participate in conserving it (Marsh, 2000; Cates, 2009). For example; students are asked to read an article about the danger of illegal logging, and at the end of the teaching and learning process students are guided to plant trees or to make poster with the aim of conserving the nature. It is obvious that the students would learn how to get information, concept and meaning from the reading texts, and experience how to plant trees at the school yard or at the yards of their home and show their awareness when they see many desolations to the nature. While learning the concept of the learning material they would explore more vocabularies.

A number of studies have been done in this field. Research studies conducted by Lin (2012; 2015) revealed that through PBL approach, students gained a significant advancement in the vocabulary test and higher proportion of vocabulary use. Another study which was conducted by Bicer, Boedeker, Capraro et al.(2015) found that PBL elicited a statistically significant ($p < .05$) improvement to students' mathematical and scientific vocabulary mastery. It was proved that PBL was able to bring the students to develop their vocabulary mastery. Through the process of PBL, the students independently explored the vocabularies and phrases related to the authentic topic they learnt.

Some studies reviewed the role of PBL to improve the students' writing ability. The process of PBL proved to be more powerful than the conventional lecture method in increasing students' English writing ability across texts from the secondary level students up to university students. In summary, the role of PBL is to assist the students in preparing good essays (Perry,2005; Dastgeer, 2015; Kusmawati & Purwati, 2015; Kumar & Refaei,2016). Anwar (2013) conducted his study on the effect of PBL on the students' ability in writing argumentative essays. The results of Anwar's studies showed that there was a significant difference when the students' scores of the pre-test and post-test were compared. However, so far there has been no study that specifically examines the environment related vocabulary. Therefore, we intended to know how PBL works for this purpose

The novelty of this research is the implementation of PBL integrated with environmental matters on the teaching of hortatory exposition which was used to examine the environment-related vocabulary acquisition and writing ability. Previous studies have shown that PBL could assist students' knowledge creation, deep understanding, achievement and motivation(Tee &Lee, 2013; Bank & Barlex, 2014); PBL is able to assist the students to bridge the gap between subjects and their prior experiences (Trekles, 2012); through PBL students will engage a better vocabulary recall and retention degree (Anderson, 2007). Thus, based on these results, it is known that PBL activities have capability of improving students' retention and critical thinking skills.

Azer (2001) stated that, "the primary goal of problem-based learning (PBL) is to foster clinical reasoning or problem-solving skills in students" (p. 299). That is why it is believed that this approach would be suitable to bring up the environmental matters to EFL writing class since it uses problems related to environment to drive the learning process. Therefore the problems would be employed as an exploratory-understanding activity, an example, and an integral part of the process. The learning stages of the PBL adopted from the Indonesian Education and Culture Ministry (*Kementrian Pendidikan dan Kebudayaan*, 2014) was used in this research, as illustrated in Fig. 1.

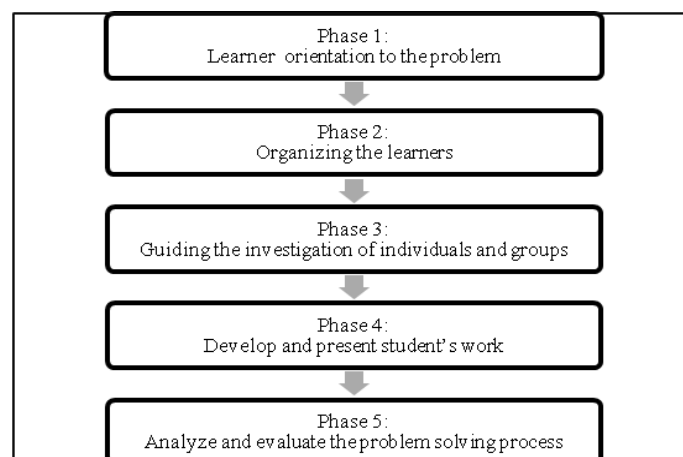


Figure 1. Problem-based Learning Stages (Kementrian Pendidikan dan Kebudayaan, 2014)

Based on the background outlined above, this research examined the effect of environmental problem-based learning on Indonesian EFL students' environment-related vocabulary mastery and their writing ability. Thus, the research problems can be formulated as follows:

- 1) Do the Indonesian EFL students involved in the environmental problem-based learning have better environment-related vocabulary mastery than those who are not involved in the environmental problem-based learning?
- 2) Do the Indonesian EFL students involved in the environmental problem-based learning have better writing ability than those who are not involved in the environmental problem-based learning?

II. METHOD

A quasi experimental research design was used to investigate whether or not the students who are engaged in environmental PBL obtain better environment-related vocabulary mastery and writing ability than those involved in conventional class. Two classes of EFL learners were selected from the eleventh graders of an *Adiwiyata* (environment-based) Senior High School at Papar, Kediri, which is located in the Province of East Java, Indonesia. The students were taught to write a hortatory text which requires them to express their opinions and arguments. The two classes of eleventh graders were divided as follows: The students in one class was assigned as the experimental group which was taught by using environmental PBL, while the students in the other class were taught conventionally without environmental PBL. In each of the two classes there were 30 students who became the subjects of the research.

The treatment in the experimental class was conducted as follows: First, the learning phases of environmental PBL were done in 5 meetings. This was to ensure that the students have time to analyze the occurring problems and to find out solutions to these problems. Second, the implementation of environmental PBL phases to environment-related vocabularies covered the steps adapted from Spence (2016) and "Cooperative Learning" (2017) as follows: exploring the issues, defining the problems, listing out possible solutions, carrying out actions to be taken with a timeline, presenting their ideas by involving the environment-related vocabularies. Third, a hundred environment-related vocabularies were determined as target vocabularies and set in the form of *Environment-Related Vocabulary List* (see Appendix 1). The vocabulary list consists of 55 nouns, 26 verbs, 17 adjectives, and 2 adverbs. The vocabularies were selected on the basis of the students' level of familiarity and divided into 5 meetings, 20 vocabularies for each meeting. The vocabularies were studied in a context through PBL. The students were taught to use the vocabularies in constructing sentences.

There are two kinds of instruments used in this research: vocabulary test based on the environment-related vocabulary list and writing test. The environment-related vocabulary test was constructed in the form of objective (i.e., multiple-choice, gap filing and matching) test by using the vocabulary in the Environment-Related Vocabulary List. To know the students' learning improvement, pre-test and post-test were conducted. The pre-test was used to find the students' vocabulary mastery level and their writing ability before the treatment. The post-test scores were used to as a means of comparison to know the students' progress after the treatment was given during the experiment. To measure the environment-related vocabulary mastery, the students were asked to write hortatory essays and then the use of the environment-related vocabularies were counted and compared to the *Environment-Related Vocabulary List* (see the Appendix).

Meanwhile, to examine the effect of PBL on students' writing ability, the hortatory essays were scored on four writing aspects: content, organization, vocabulary, mechanics. The content of the essay was analyzed on the relevance of the topic and how the students convincingly support the main idea either with appropriate example, reason, or evidence. The organization of the writing focuses on the main idea with well-organized supporting details; the essay should cover the thesis statement-arguments-recommendation. The scoring of the vocabulary was determined through the use of a well-chosen vocabulary, sentence variety and information. At last, the mechanics of the writing was judged from the effectiveness of the use of capitalization, punctuation, spelling and formatting. The ratings were carried out by two raters to avoid any subjectivity of the test results. The first rater was one of the English teachers in the school, while the second rater was the first author of this article.

III. RESULTS

There were two major results of this present research: the effect of environmental problem-based learning on the students' environment-related vocabulary mastery and the effect of environmental problem-based learning on the students' writing ability.

A. Effect of Environmental PBL on the Students' Environment-related Vocabulary Mastery

To determine the effect of environmental PBL, the students' environment-related vocabulary mastery was measured by using the environment-related vocabulary test. The scores of the experimental and control groups in the pre-test were compared by using independent sample *t*-Test. The results showed that there was no significant difference between the means of the scores of the two groups. Because of the similar mastery level of the experimental and control groups prior to the treatment, the scores of the post-test were also compared by using independent sample *t*-Test. The comparison of the scores of the experimental and control groups in the environment-related vocabulary post-test is depicted in Table 1.

TABLE 1
COMPARISON OF SCORES IN THE ENVIRONMENT-RELATED VOCABULARY POST-TEST BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS

Group	t-test for Equality of Means					
	t	df	Sig. (2-tailed)	Mean	Mean Difference	Std. Error Difference
Experimental	8.116	58	.000	68.933	19.90	2.45203
Control	8.116	41.037	.000	49.033	19.90	2.45203

Table 1 shows that the mean obtained by the experimental group was 68.933, while the mean obtained by the control group was 49.033. The comparison of means showed a significant difference in the results of the environment-related

vocabulary post-test. The significance value was .000 ($p < .05$) or the t -count (8.116) $> t$ -table (2.001717). This result suggests that learning by implementing environmental PBL has a positive effect on students' environment-related vocabulary mastery. Meanwhile, the changes of the students' results of environment-related vocabulary tests can be seen in Table 2.

TABLE 2
THE CHANGES OF STUDENTS' RESULTS OF ENVIRONMENT-RELATED VOCABULARY TESTS

	Before Treatment		After Treatment	
	Experimental	Control	Experimental	Control
Highest score	82	74	84	83
Lowest score	28	26	60	37
Vocabulary interval	18	16	8	15
Lower group	7 students	11 students	6 students	14 students
Medium group	21 students	12 students	20 students	10 students
Higher group	2 students	7 students	4 students	6 students

Table 2 shows that the environmental PBL treatment is able to affect positively on the mastery of environment-related vocabulary from the aspects of the highest score improvement, lowest score improvement, environment-related vocabulary interval (meaning that the vocabulary is more densely-filled), the decreasing number of the lower students, and the increasing number of the higher students.

B. Effect of Environmental PBL on Students' Writing Ability

To ascertain the equality of the students' writing ability between the experimental group and the control group on the writing pre-test, a t -test was used to examine it. The results of the writing pre-test showed that there was no significant difference between the experimental and control groups. The statistical result pointed out that the students' hortatory writing ability were equal from one group to another.

Since the pre-test showed no significant difference, then the post-test result was analyzed through t -test. The mean obtained by the experimental group was 69.53, while the mean obtained by the control group was 52.00. The two means were then compared and the result is shown in Table 3.

TABLE 3
COMPARISON OF POST-TEST WRITING SCORES BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS

Group	t-test for Equality of Means					
	t	df	Sig. (2-tailed)	Mean	Mean Difference	Std. Error Difference
Experimental	5.118	58	.000	17.53333	3.42564	10.67617
Control	5.118	44.119	.000	17.53333	3.42564	10.62993

Table 3 depicts that there was a significant difference between two groups. It could be interpreted from the significance value, which was .000 ($p < .05$) or the t -count (5.118) $> t$ -table (2.001717). The scores indicated that after the treatment of PBL, the students performed better in writing hortatory essay.

When the calculation was focused on the writing components, it was found that not all the components could be affected significantly by the implementation of PBL, even though in the end the overall test results mentioned that there was significant influence between PBL and the students writing abilities. This can be seen in Table 4.

TABLE 4
RESULTS OF T-TEST FOR THE WRITING COMPONENTS BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS

Components	Mean		t-count	Sig.	Analysis
	experimental	Control			
Content	5.833	1.500	3.750	0.000	Significant
Organization	3.000	1.333	1.764	0.083	not
Vocabulary	7.200	1.200	4.573	0.000	Significant
Mechanics	1.867	0.867	1.176	0.244	not

Table 4 shows that the influence of PBL significantly indicated the important components of content and vocabulary. Meanwhile the component of organization and mechanics were not affected significantly although the results showed that there were increases in the score.

In addition to the examination of the overall ability in writing, the environment-related vocabulary test carried out in the form of objective environment-related vocabulary of the students in the two groups were compared, The result is shown in Table 5.

TABLE 4
ENVIRONMENT-RELATED VOCABULARIES USE BEFORE AND AFTER THE TREATMENT

Groups	Before the treatment	After the treatment
Experimental group	11-12 words	16-17 words
Control group	8-9	11-12 words

Based on the result of the post-test by using the two instruments, it was revealed that problem-based learning affected the students' environment-related vocabulary achievement. The students who were taught by using problem-based learning achieved better than the students who were taught by using conventional learning.

IV. DISCUSSION

In this section, the results of the study are discussed in reference to the theories and previous research studies. One of the results of this study is that students who were taught through environmental PBL performed better in the environment-related vocabulary test. They used more environment-related vocabulary in writing hortatory essay than the students who studied in a conventional classroom. These findings are in line with the findings of the impact of PBL on Chinese-speaking elementary school students' English vocabulary learning and use reported by Lin (2015). Her research revealed that the PBL group performed better in using the Off-List level of vocabulary in the writing task. They used a higher proportion of vocabulary beyond the 2000-word level, and wrote significantly longer compositions than their counterparts. The student-centered learning process in PBL as described by Utecht (2003) and Dole, Bloom, and Kowalske (2015) was able to improve students' environment-related vocabulary mastery. It was proven from the scores gained by students who were involved in PBL treatment. The result of the present study showed that before the treatment the students utilized 11-12 words and after the treatment the students perform 16-17 words.

This research is in line with the result of research done by Bicer et al. (2015:69) in that PBL approach could be used effectively in the teaching and learning process. They stated that "the model of STEM (Science, Technology, Engineering, and Mathematics) PBL instruction elicited a statistically significant ($p < 0.05$) improvement in the mathematical and scientific vocabulary knowledge of students." It was proved that PBL was also able to bring the students to develop their vocabulary achievement in environmental matters. By analyzing the surrounding environment, students were able to identify, understand, and evaluate the problems related to the environment. The students were able to give solution or recommendation to the emerging issues and then put it in the form of hortatory essay in which the uses of environment-related vocabularies were properly recorded in their memories. PBL provides the way for the teachers assisting their students in achieving the 21st century skill, through collaboration, discussion, and self-accessing knowledge (AACTE, 2010; Center, 2010).

The implementation of PBL fosters students to be engaged and learn the skills of interpretation, analysis, self-regulation, inference, explanation, and evaluation (Facione, 1990). The students were expected to: identify and examine ideas and arguments, draw conclusions, clarify meaning through categorization and translation, do self-assessment and reflection, and to justify arguments. Therefore, the activities of student-centered learning in PBL promoted students creativity, and independency as documented on Appendix 1.

The results of this study also show that the students who were taught through environmental PBL achieved a better writing ability than those who were not involved in the environmental PBL. To elaborate ideas in the form of hortatory writing, students need to present supporting evidences, claims, and reasons. To do this they should have the skill of presenting arguments and defending their arguments in front of the class. In relation to the environmental matters, Problem Based Learning able to promote the students writing ability especially in expressing ideas about how to overcome the issues around environment.

The finding on the effect of problem-based learning on students' writing ability showed that there was a significant effect of PBL to the students' writing ability. This finding supports Dharma, Marhaeni, and Budasi (2014) research. Their research discovered the significant effect of PBL which occurs simultaneously and separately on students' reading and writing competencies.

The teaching and learning steps of PBL are found to be more compelling rather than the teacher-based lecture method in enhancing learners writing skill. The implementation of PBL may support the students to produce a well-prepared composition (Perry, 2005; Dastgeer, 2015; Kusmawati & Purwati, 2015; Kumar & Refaei, 2016). Through discussion students were able to interchange their knowledge on how to construct a hortatory essay, develop the generic structure, and build some reasoning. By working on teams the students are able to shape their own understanding about the content knowledge and language use. PBL supports the weak learners to be more confident, so that he or she may learn how to write independently.

The finding of the present research also supported Anwar's (2013) finding that the ability of writing argumentative paragraph could be enhanced through PBL. It can be seen through the results of studies showing the significant increase in the score in the pre-test and post-test. The main learning material was hortatory text which evolved arguments, claim, and reasoning.

In the present study, the biggest influence on the implementation of PBL in hortatory writing lies in the aspects of content and vocabulary. The subjects of this research were the students who were at the pre-intermediate level. They were in the stage of learning basic grammar, while this study focused on the hortatory text that collaborate simple present tense with the expressions of delivering arguments. These students may be more concentrated on matters relating to the content or material. This is because they study in groups and determine their own learning needs.

From the analysis we can see that the biggest effect of the PBL treatment to the students writing ability was on the component of vocabularies then followed by the component of content. Even there were increases in the result of organization and mechanics; they could not be said as a significant difference. Perhaps this is because the low level of

the participants in their English proficiency. Therefore, it would take more time to improve the writing ability especially on the aspects of organization and mechanics.

V. CONCLUSION

The importance of sustainable environmental education has led the Indonesian government issued a policy regarding green school for secondary school. In order to improve the awareness of the students of environment that has been damaged by human activity and to prevent further damage, students need to be educated from an early age to have a sense of responsibility towards the natural resources for future generations. The role of English language learning is able to bring this content knowledge to the realm of language learning, for both language and content knowledge will work simultaneously. One of the suggested learning approaches in the Indonesian 2013 Curriculum is Problem Based Learning. Through this model, the students were directed to work collaboratively to find solutions of the real problems in their lives in the English learning in the classroom. This study tried to see whether PBL would affect the students' environment-related vocabulary mastery and their writing ability. Based on the research, it was proved that the teaching conducted through environmental PBL involving the eleventh grade Indonesian EFL students showed a significant effect on the achievement of environment-related vocabulary and writing ability.

APPENDIX. ENVIRONMENT-RELATED VOCABULARY LIST

No	Word/Phrase	Part of Speech	No	Phrase	Part of Speech
1	acid rain	N	51	habitat	N
2	aerosol, spray	N	52	harm	V
3	atmosphere	N	53	harmful	Adj
4	aware	Adj	54	human	N
5	awareness	N	55	hygienic	Adj
6	balance	V	56	ignore	V
7	biodegradable	Adj	57	illegal logging	V
8	biotic	V	58	improperly	Adj
9	carbon dioxide	N	59	industrial waste	N
10	chemical	N	60	insulation	N
11	chop down	V	61	jungle	N
12	clean	Adj	62	landslide	N
13	cleanliness	N	63	leak	V
14	conservation	N	64	litter	V
15	conserve	V	65	mangrove	N
16	damage	V	66	manufacture	V
17	deforestation	N	67	mineral	N
18	deplete	V	68	natural disaster	N
19	destruction	N	69	natural resources	N
20	detergent	N	70	nature	N
21	dirty	Adj	71	noise	N
22	dispose	V	72	non-renewable resources	N
23	drought	N	73	nuclear	N
24	dumping ground	N	74	overpopulated	Adj
25	dustbin	N	75	ozone layer	N
26	ecology	N	76	paperless	Adj
27	ecosystem	N	77	plant	V
28	emission	N	78	plastic	N
29	endangered	Adj	79	poisonous	Adj
30	energy-efficient	Adj	80	pollute	V
31	environment	N	81	pollution	N
32	environmental	Adj	82	preserve	V
33	erosion	N	83	prevent	V
34	extinct	Adj	84	properly	Adv
35	extremely	Adv	85	protect	V
36	factory	N	86	quality	N
37	fertilizer	N	87	radiation	N
38	fire	N	88	rainforest	N
39	flood	N	89	recycle	V
40	forest	N	90	reduce	V
41	fossil fuel	N	91	reforestation	N
42	friendly	Adj	92	renewable	Adj
43	fume	N	93	reuse	V
44	garbage	N	94	rubbish	N
45	gas	N	95	save	V
46	global warming	N	96	smoke	V
47	green	V	97	sustainable	Adj
48	greenhouse effect	N	98	throw	V
49	grow	V	99	waste	N
50	growth	N	100	water	N

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Practical Research on Classroom Strategies in the Grading Teaching Model

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Abstract—In response to newly-implemented grading model of teaching in our university, frontline teachers like me are supposed to try out new strategies in classroom teaching. Inspired by previous research on language learning strategies and second language classroom acquisition, the present article shares a teacher's first-hand teaching experience in actual classroom activity in the expectation to throw out a brick to get gem. Ideally students at different levels of English are placed in different classes for greater efficiency in teaching and learning. But the truth is not that simple in reality. Good or bad effects walk along. Sincerely expect more teachers to contribute generously and further promote the reformation to the better.

Index Terms—classroom strategy, grading teaching model, *New Horizon College English*, CET-4

I. INTRODUCTION

As a result of increased enrollments in universities and colleges since 1999 in China, college English teaching has become more challenging with every generation of college-bound students coming. They were born and grew up with advanced technologies of smart phones and internet, their English learning is more or less aided by tremendous numbers of foreign movies and music, but their learning is more fragmental. Furthermore, on one hand, most of them are realizing the importance of mastering a foreign language like English with China's globalization and liberalization. On the other hand, their level of English proficiency seems not to be improved efficiently though investing a wealth of time and energy into it in the process of their learning before college. What's worse, quite a part of them are forgetting what's mastered, their English skills are declining after two years of university study, and are totally losing their English ability upon graduation. Confronted with newer generation every year, college English teachers are expected to be quite innovative in their teaching styles and willing to keep on updating knowledge bank and exploring new strategies applied in classrooms.

In 2007 the State Education Ministry proposes in China College English Curriculum Requirements, that college English course "should be fully individual-oriented, taking into account students with different starting points, so that students who start from lower levels will be well taken care of while students whose English is better will find room for further development. College English course design should help students to have a solid foundation in the English language while developing their ability to use English, especially their ability to listen and speak in English. It should ensure that students make steady progress in English proficiency throughout their undergraduate studies, and it should encourage students' individualized learning so as to meet the needs of their development in different specialties." (2007) Since then, universities and colleges at all levels have started to adopt the grading teaching model "in accordance with the Requirements and in the light of their specific circumstances" (2007).

Our university, as a west provincial university, among those that responded lately, has gone through two stages of practical exploration. In Grade 2015, after taking an objectively-graded proficiency test upon entering college, freshmen are divided in two levels: level A students are specially trained to prepare College English Test Band Four (CET-4) in December 2015 while level B students are basically guided to strengthen their basic knowledge about the English language so that some of them are selected to take College English Test Band Four in June 2016. It's proved that the present model is more efficient than former grades before Grade 2015 who take English course in the form of natural classes. Its measuring standard is that the overall proportion of students passing CET-4 had gone up to 60.94% in December 2015 by comparison with about 40% in previous grades of freshmen. Encouraged by this achievement, in Grade 2016, the same grading model is practiced in the first semester, which makes greater progress in the rising proportion of 63.06% in December 2016. Differently from the second semester of Grade 2015 which has exactly the same students in level A and B, students are further divided into three levels: Level A is supposed to enhance students' comprehensive skills and prepare for College English Test Band Six in June 2017, level B is trained to prepare for CET-4 in June 2017, and level C is continuing to reinforce English basic skills.

Theoretically this practice is well-directed and ideally “follow the principle of providing different guidance for different groups of students and instructing them in accordance with their aptitude so as to meet the specific needs of individualized teaching”.(2007) Here comes a tough problem: “As a strategist to help students to cope with numerous tests or exams in their learning career, college English teachers are expected to design some efficient strategies to arouse students’ enthusiasm, stimulate their motivation and facilitate their efficacy in classroom teaching.”But what strategies can be employed in actual classroom teaching especially in face of “silent learners and responsible note-takers”?

II. RELATED REVIEW

A. Classroom Situation

This semester I was assigned four classes: one level A class who are admired as lucky dogs, two level B classes who belong to level A in the first semester of their freshmen year but fail to pass CET-4 in December 2016, and one level C class who is not entitled to CET-4 because of their test paper scores in English final exam below the minimum standard. Here is given table 1 to show the components of students’ majors and number of each class because there are important reference factors influencing teachers’ design in classroom teaching strategies and the overall learning environment.

TABLE 1:
COMPONENTS OF STUDENTS’ MAJORS AND NUMBER OF EACH CLASS

Class	College & School	Major	Number of students	Total
Level A	Computer Science	E-commerce	23	72
		Computer Science	10	
		Software	23	
		Computer Network	6	
		Internet of Things	10	
Level B	Keys majors	Polymer Materials	19	61
		Brewage	20	
		Accounting	22	
	Economics	International Trade	14	52
		Hotel Management	7	
		Tourism Management	7	
		Rural Regional Economy	13	
		Investment	11	
Level C	Civil Engineering	Water Supply & Drainage	26	97
		Cost Engineering	25	
		Civil Engineering	46	

As we know, when placing students into different levels of class, we take every college or school as a unit. So for every level of class, almost all majors of the relevant college or school are included. Personally level B classes feel down and overwhelmed but are easier to help regain their strength as they have a clear goal of preparing for CET-4, and level A and level C are tougher in that the former class feel content, self-satisfied, or even arrogant, while the latter feel depressed, hopeless, and frustrated. Considering various majors in the same level of class, large class size and other possible factors that decrease the class efficiency like students’ motivation and side effect of the present grading model, teachers should be very dedicated, responsible, innovative and passionate to create a positive learning environment and establish a pleasant relation with learners both in class and outside class.

According to undergraduates’ college English course syllabus for non-English majors in our university, level A and level C adopt two textbooks of *New Horizon College English* in classroom teaching: one is *Reading and Writing*, and the other is *Listening and Speaking*, and level B mainly deal with old exams in previous CET-4 all through the semester. As we know, those unitary textbooks are used in both level A and Level C classes doesn’t mean their teaching styles are uniformed. If teachers concerned don’t take time to design different classroom strategies, on one hand, it is hard to retain students in class; on another hand, students present at class may not make any progress in this course, which is painful and wasteful for both teachers’ and students’ investment in time, energy and attention. All along I work hard at knowing students, and trying out some strategies well-directed at my students, at least my intention going that way. Specifically with regard to teaching objectives over this term of united efforts made by students and myself, level A students can participate in conversations in their daily life or work on some topics related to our classroom discussions, level C students have confidence to join in simple conversations in English and are able to compose a 150-word or so essay with correct diction, right grammars and complete sentences. As to Level B students, most of them are lucky enough to pass CET-4, or feel like making some progress, or develop independent learning abilities for further challenges ahead. To achieve respective goals for each level, classroom teaching methods are illustrated as follows.

B. Language Learning Strategies and Second Language Classroom Acquisition

Language learning strategies were first introduced to the second language research in 1975, mainly focused on the good language learner (Rubin, 1975). At that time it was thought that a better understanding of strategies deployed by successful learners could help inform teachers and students alike of how to teach and learn languages more effectively. Initial studies intended to record the strategies of good language learners. In the 80s the emphasis shifted to

classification of language learning strategies. Then strategies were first classified on two aspects of being direct or indirect. Later on they were further divided into cognitive, metacognitive or affective/social categories. (O'Maley; Chamot, 1990). In 1990 in her book "Language Learning Strategies: What Every Teacher Should Know", Rebecca Oxford proposed "Strategy Inventory for Language Learning"(or SILL) (Oxford, 1990), which was widely accepted and practiced by numerous researchers in the 1990s and early 2000s. Though there exist controversies concerning basic issues like its definition, some researchers (Macaro, 2006) stopped trying to define it in favor of listing essential characteristics. Others (Dornyei, 2005) abandoned the strategy term in favor of "self regulation". Here I do owe previous researchers an abundance in that they do give me inspirations in actual classroom teaching. Their research suggest when adopting some language strategies, several factors should be taken into consideration like learners' motivation, learning styles, differences in gender, characters and personalities. Give the present grading model of teaching, learners' state of mind should be included.

Now goes to second language classroom acquisition. Research has indicated that many traditional language-teaching techniques are extremely inefficient. (Lightbown c.f. Ellis, 1994) Research on this at different levels of language has produced quite different results. It is generally agreed that pedagogy restricted to teaching grammar rules and vocabulary lists does not give students the ability to use the L2 with accuracy and fluency. Rather, to become proficient in the L2, the learner must be given opportunities to use the L2 for communicative purposes, learning (as for example, through a teacher's corrective feedback) to attend to both meaning and formal accuracy. (Doughty, Williams, Jessica, 1998; Ellis, 1994). As expected (but not really) advanced English learners, students' level of proficiency is not quite optimistic. Knowledge of grammars has been taught over and over again before college. Thus it is unrealistic and ineffective to repeat it in college English classroom. But what's most necessary is to integrate grammar rules and new vocabulary into communicative practice in the process of teaching and learning activities. On one hand, it is for "poor" students who don't master grammars well. On the other hand, practical use of the English language is crucially important for college students and skillfulness in grammar and vocabulary is a premise. When devising classroom teaching strategies, teachers should be conscious of all factors direct or indirect, and teach students how to "use" (communicative competency) English in practice.

III. PRACTICAL PRACTICE IN CLASSROOM TEACHING

A. Level A Class

As is stated above, *Reading and Writing* and *Listening and Speaking* are employed in classroom teaching. In accordance to university college English syllabus, six class periods are required to complete a unit in *Reading and Writing*, two class periods needed to finish the corresponding unit in *Listening and Speaking*. In the former textbook, in every unit there are two sections. Normally it takes four class periods to complete Section A which is mainly taught as intensive reading because besides comprehension of text, vocabulary, there are exercises like sentence structure, C-E translation and E-C translation, text analysis and structured writing. And two class periods are taken for Section B which is treated as extensive reading in that there are only two exercises of comprehension of text and vocabulary. Teaching plans of this term is from Unit 1 to Unit 5, which involve topics of culture difference, Olympic spirit, mixed marriage, true love, parent-child relationship and name & appearance. Four weeks before June 17 when CET-4/6 take place is reserved to deal with old exam papers of CET-6.

1 Reading and Writing

1) Vocabulary: Section A, Unit Two, Book II (2nd edition)

TABLE 2:
NEW WORDS &.PHRASES

1.pat; 2.presence; 3.promising; 4.amateur; 5.skier; 6.session; 7.amusing; 8.lower; 9.anniversary; 10.woolen; 11.romantic; 12.gratitude; 13.perceptivity; 14.ski; 15.massive; 16.fatigue; 17.clearing; 18.approximately; 19.breeze; 20.powder; 21.fuss; 22.indifferent; 23.rebel; 24.rebellious; 25.bachelor; 26.low-budget; 27.shift; 28.makeshift; 29.stack; 30.sticky; 31.mate; 32.teammate; 33.assert; 34.napkin; 35.swear; 36.damn; 37.unfair; 38.outburst; 39.passion; 40.assist; 41.frown;; 42.billion; 43.rank; 44.ranking; 45.indissoluble; 46.bond; 47.tropical;
48.next to; 49.in sb's presence=in the presence of sb; 50.by no means; 51.count on; 52.on one's occasion; 53.come upon; 54.pack into; 55.take notice of; 56. sing out

Firstly read after me. I teach them twice so that they can pronounce new words correctly, help to memorize them easily and have more time to be focused on memorization in class. If letting students to read aloud themselves, some might not read or cannot read properly, which is wasteful in time. When teaching, the teacher walks around the class to check them out. Next learn new words. I classify the whole New Words table into three groups: difficult pronunciation; word-building; and important words, which is shown in the table below.

TABLE 3:
CLASSIFICATION OF NEW WORDS

Difficult pronunciation: 4. amateur; 9. anniversary; 13 .perceptivity; 18. approximately; 45. indissoluble
Word-building: Prefix or suffix: 10. n.+en, adj.+en; en+adj; 22. in- +adj.; 24. n.+ -ous; 37. un- +adj.;
Compound word: 26. low-budget; 28.make-shift; 32.team-mate; 38.outburst
Important words: 2.presence; 21.fuss; 22. indifferent (to); 40. assist; 41. frown (upon)

For difficult pronunciation, students are required to make frequent practice so as to coordinate larynx, tongue, teeth, and lips well enough to pronounce English words in a proper and natural manner. For word-building, its aim is to help students have some ideas of word-guess skills and expand vocabulary as well. And for important words, also called active words, besides proper pronunciation and correct spelling, students are expected to construct complete sentences with correct grammars. After explaining related phrases, I will invite volunteer students to do Chinese-into-English translation. The examples are shown in table 4 below:

TABLE 4:
EXAMPLES OF "IMPORTANT WORDS" PRACTICE IN CLASS.

1. 当着这么的人的面说英语，他一点也不害羞或者紧张。 <i>(Though) speaking English in the presence of so many people, <u>he</u> didn't feel shy or nervous at all.</i>
2. 据说相关领导会出席我们今天下午的班会。 <i>It's said that <u>the leaders</u> concerned will be present at <u>our</u> class meeting this afternoon.</i>
3. 她不是一个在小事上斤斤计较的人。 <u>She</u> isn't such kind of persons to make a fuss over the trifles.
4. 作为一个有社会责任感的大学，我们不应该对身边有困难的人漠不关心。 <i>As college students <u>with</u> social responsibility, <u>we</u> shouldn't be indifferent to people <i>(who are) in trouble.</i></i>
5. 他经常帮助妈妈做家务事。 <u>He</u> often assist <u>his</u> mother in doing housework.
6. 我反对在公共场所吸烟。 <u>I</u> frown upon smoking in public (places).

When designing each example, make a conscious effort to the following points. A, Try to include various persons such as those underlined in table 4, e.g. he, the leaders, she, we, he, his, I. B, Present tense and negative (or questions) sentences are at high rate of misuse in practice. For example: Tom's parents don't like him clothes (or what his wear). Mary **don't enjoys** she life in the countryside. Examples are given in bold typeface in sentences of table 4. C, Changeable structures are devised to further strengthen student' practical skill beyond vocabulary practice like those structures in italics above in table 4. And lastly, give examples with positive meanings. If replaced example 1 in table 4 as “当着这么的人的面说英语，他感到害羞和紧张。” (... , he felt shy and nervous.), it sounds like a signal of finding a reasonable excuse for some silent students. As far as I'm concerned, it is of some importance to be an encouraging teacher. After having finished the part of New Words & Phrases, give students five minutes or so to reinforce vocabulary by doing Exercise III in the form of word-bank/filling, e.g. Why **are** you _____ all the time? Try to look happy! (**frowning**). Or: He _____ his own idea *though* it **didn't** work well. (**persisted in**). When students are busy doing this exercise, walk around the classroom to check it out in case some students might need individual instruction.

2) Text: *Learning the Olympic Standard for Love*, Section A, Unit Two, Book II

The topic of Unit 2 is about the Olympic spirit (or the spirit of commitment). I, for one, always emphasize classroom teaching of higher education is not all about knowledge inculcation, but more importantly, the development of abilities such as (in) lifelong independent study and of awareness of social responsibilities besides focusing on personal growth or success. Definitely I'm trying to practice those concepts in classroom teaching. For this text my original intention is to guide students to use key information to describe a person with proper adjectives and make a fair judgment about a person on basis of drips and drops of daily life. Two close-end questions are designed: A, What kind of person the writer's coach is? And B, What does the writer learn from her coach? Teachers' suggestion is: to read the passage, grasp main information and organize the answer to each question. Here in table 5 I extract some paragraphs as an example to explain how to answer question 1 *What kind of person the writer's coach is?*

TABLE 5:
EXCERPTS OF THE TEXT

Para. 1: Nikolai Petrovich Anikin was <u>not half as intimidating as</u> I had imagined he would be. No, this surely was not the ex-Soviet coach my father had shipped me out to meet.
Para. 2: But Nikolai he was, Petrovich and all. He invited me inside and sat down on the couch, patting the blanket next to him to get me to sit next to him. I was <u>so nervous</u> in his presence.
Para 3: "You are young," he began in his Russian-style English. "If you like to try Olympic Games, I guess you will be able to do this. Nagano Olympics too soon for you, but for 2002 in Salt Lake City, you could be ready? "
Para 4: "Yes, why not?" he replied to the shocked look on my face. I was a promising amateur skier, but by no means the top skier in the country. "Of course, there will be many hard training sessions, and you will cry, but you will improve. "
Para. 14: When coaching, he would sing out his instructions keeping rhythm with our stride: "Yes, yes, one-two-three, one-two-three." A dear lady friend of my grandfather, after viewing a copy of a video of me training with Nikolai, asked, "Does he also teach dance?"

To encourage more students to participate, a warm-up question is asked "According to Para. 1, and Para. 2, how does the writer?" As is expected, students are very active and showing interest in answering it. (She felt nervous.) Then

continues the second question “Why is she nervous?” Hearing this question, some formerly-active students keep silent because students don’t quite enjoy “why-question” or indirect question whose answer is not clearly written in the text. In this case further explanation is made to help students think “Normally what do you think a coach may look like?” Some students say with laugh, “strict”, “serious” (highlighted parts in italics). More often students use words in place of complete sentences while answering questions. Encouragement is given to students, in the meantime, more practice is expected: use a complete sentence to explain “Why does the writer feel nervous?” Some brave students stand up and give correct answer (Because she thought(/thinks) the coach was(/is) strict.). The teacher continues to explain: the writer thinks the coach is strict, which is only the writer’s imagination (before seeing him) and her normal response (when meeting him in person). But in truth, what kind of person the coach is according to their face-to-face meeting in Para. 2 (in bold typeface)? Finally students contribute some words like “friendly” and “easygoing”. Well done (applause). In the end the teacher adds a new difficult word “approachable”. The same guiding strategy is implemented to help students think and approach to correct answer. In bold typeface of Para. 3, we can see the coach is encouraging (inspiring), and sincere (honest), Para. 4 tells that he is perceptive, and honest (sincere), and Para. 15 shows that he is passionate and intelligent (smart, or brilliant).

As to the second question, *what does the writer learn from her coach?* Not everyone becomes a great man out of something huge or sensational. By doing little acts of kindness continuously, we can also act as a role model for people around, which, I guess, is all about the theme of this unit or real life. After intensive reading in the last paragraph shown in table 6,

TABLE 6:
PARA. 21 OF THE TEXT

Nikolai taught me to have the courage, heart, and discipline to persist, even if it takes a billion tries. He taught me to be thankful in advance for a century of life on earth, and to remind myself every day that despite the challenges at hand, "Now must be love, love, love."
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It is a good paragraph to train students’ reading and speaking skills. For one thing, students have to practice to understand full meanings of key words like courage, heart and discipline. What’s more, practice to explain them in complete sentences. According to what’s discussed in the first question, it is helpful to answer this question. *The writer learns to be courageous (or brave) even in face of any difficulty, be determined (or passionate) in what we pursue, and be strict with oneself to follow it through. In addition, be a thankful person and loving one.*

Finally, difficult sentences are explained and important structures are practiced in accordance with Exercise IV Sentence Structure, i.e. The usages of *Despite (prep.)* and inverted structure introduced by *nor* or *neither*.

2 Listening and Speaking

For this textbook, we mainly deal with listening skill. There are three parts in form of multiple choice for classroom practice: ten short conversations, one long conversation and one passage with five questions respectively. For traditional forms of multiple choices, students are skillful to cope them. Here my focus is on repeating short conversations. In the part of short conversations, normally from one to five is easier than from six to ten. Each time in listening class, I will let students do “listen and make the best choice” for the first five short conversations at the first time of listening. Next forget about possibly right or wrong choices as it is time to “repeat” what each speaker has said by second, third or even more time of repeated listening. At the second time the whole piece of the conversation is played so as to get the whole main idea. Then play each speaker before a volunteer student repeats him or her correctly. Let’s also take unit 2 as an example. The five short conversations are about “All that glitters is Olympic Gold”, which is a little more difficult than daily life topics like mixed marriage or parent-child relationship.

TABLE 7:
EXCERPTS OF SHORT CONVERSATIONS IN UNIT TWO, *LISTENING AND SPEAKING*, BOOK II (2ND EDITION)

2. M: I watched a TV show last night, called “All that Glitters Is Olympic Gold”. W: I watched that too. It was about the training and sacrifice/ necessary for athletes/ to compete in the Olympics. Q: What was the TV show about?
3. W: Running the hundred-metre dash is nothing/ compared to the passion/ necessary to run longer races. M: Are you kidding? I’ve run both and I know they both require determination. Q: Why does the man disagree with the woman?
4. M: Do you think/ drug taking is widespread/ among amateur athletes/ trying to get stronger. W: It’s hard to say/ whether it’s true or not. So much of what we hear/ seems to be rumors. Q: Does the woman believe that there is a problem with amateur athletes taking drugs?

In the three conversations, except for the male speaker in conversations two and three which was repeated after twice-played, all the others were played more than four times. The reasons may be accounted for from three aspects: A, before this semester, they had been trained like this: “repeating short conversations, a mission impossible” told by students after class. They were not challenged to challenge themselves. B, complex structures are reasonably hard for them to understand and repeat as well. And C, they are used to understanding what’s said word by word, instead of through meaning groups. The examples of meaning groups are marked with slashes. In conversation four, the female speaker doesn’t say anything difficult but there are so many “small” words (with brief and weak sounds in speaking) hard to figure it out. So students took some time to repeat it correctly. In this way, students listen carefully, take notes

occasionally and recite efficiently from the memory and notes. After one class of this practice, students feel a great sense of accomplishment.

B. Level B Class

Level B students are easy to conciliate. As long as teachers are trustworthy in students' eyes, the general strategy is to lead them in preparation for CET-4 step by step. But teachers must also be aware that most students are seeking for quick success. In this case teachers should be quite patient, well-organized and eloquent in continuous explanation and frequent encouragement on the issues of test-taking techniques, life lessons, or even stories of success. In classroom I design the whole semester into two phases: regarding three types of test exercises on the aspects of listening, reading, translation, and writing skills, the emphasis of phase one is placed on their basic knowledge on basis of module-based methodology. Four weeks before June 17 it is phase two which can be defined as sprint phase and is focused on classroom simulation training. Since every skill starts with vocabulary, here I'm giving space to detailed explanation on classroom teaching on the aspect of vocabulary.

Concerning the importance of vocabulary and grammar, some quotes speak louder. "Lexis is the core or heart of language" (Lewis, 1993, p100), while Widdowson (1990) stressed that obviously grammar played a central role in the function of language. Wilkins (1972) explained further "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p111). For any language learning, vocabulary is a base in constructing a building. According to experience, if students have a proficient mastery of vocabulary in twenty units of Book I and Book II altogether in *Reading and Writing*, their basic knowledge is good enough to well prepare for CET-4 on the aspect of vocabulary. But the problem is: in the first semester we have briefly dealt with from Unit 1 to Unit 6 in Book I within three weeks at the pace of one unit per two class periods. Most time is poured into "sea" tactic training for CET-4. Last semester we highly recommend students "do it yourself".

My teaching plan is to direct students to memorize vocabulary by telling them two units of vocabulary will be dictated each time of English class as I know students enjoy dictation and will take it seriously. Furthermore, it is an easier way to test and supervise them. Every week there are two times of English classes, and four units will be covered, which means in five weeks all vocabulary will be "learned" and also students will be fueled a sense of accomplishment. However, if given class time to explain words and phrases, students might feel no challenge, or get distracted, or become "passive" note-takers. My classroom dictation is not simply listen and write. I adopt the strategy of "association", which means I explain how to use the words in sentences by letting them listen to my constructions and sometimes make sentences with important words or phrases in relation to latest news because in CET-4, there are three pieces of news items in listening comprehension (seven questions afterwards) besides long conversations and passages. Two types of vocabulary will be heard, one is "passive" words, the other being "active" words. The first type is to handle "listening" comprehension and "reading" comprehension, thus students don't necessarily know how to spell or use them, but for sure can recognize them once heard or come across. The second type is to cope with "essay-writing" and "translation" which require to spell correctly and to use them and their related phrases properly as well. Take Unit 9 and Unit 10 as an example.

TABLE 8:
ACTIVE WORDS OF UNIT 9 AND UNIT 10

Unit 9: 1.ambitious; 2.tender; 3.deceive; 4.keen; 5.intermediate; 6.sympathize; 7.refugee; 8.equivalent; 9.corruption; 10.overall; 11.correspond; 12.scatter; 13.considering; 14.margin; 15.relevant; 16.integrate; 17.disabled; 18.meantime; 19.regarding; 20.scope; 21.oblige; 22.undertake; 23.simplify; 24.guarantee; 25.deserve; 26.abundant; 27.exclude; 28.rarely
Unit 10: 1.rescue; 2.whichever; 3.spit; 4.crash; 5.punishment; 6.sorrow; 7.royal; 8.channel; 9.raid; 10.surrender; 11.ancient; 12.endure; 13.cast; 14.historic; 15.survival; 16.sway; 17.sector; 18.historical; 19.explode; 20.realistic; 21.glimpse; 22.outward; 23.heal; 24.weed; 25.layout; 26.expose; 27.luxury; 28.dizzy; 29.uneasy

Those active words are listed in Exercise III vocabulary. When explaining and dictating, I divide them into active and passive words. Firstly it is the emphasis of pronunciation like intermediate, sympathize, refugee, integrate, oblige and guarantee in unit 9 while words in unit 10 are relatively easier. Next is to integrate the latest news with word illustration. In these two units, words like tender, sympathize, refugee, corruption, rescue, crash, sorrow, raid, endure, survival, sector, and explode are high frequency of news items which is also one type of text exercise in listening comprehension in CET-4. I quoted king's speech on first anniversary of Brussels attack "Let us dare to be tender.", "The world people sympathize with the dead and the wounded in London terrorist attack.", "The world will continue to be uneasy as long as quite a number of people are enduring extreme poverty and pain.", "The rescue team arrived at the spot soon after the explosion." Also some fun is added to cheer up (refresh) the class. For instance, when explaining the words of "historic" and "heal", I illustrated, in Rio 2016 Olympics during a live CCTV interview at the pool, Chinese diver Yuanhui Fu used "洪荒之力" ("I have used all my prehistoric powers to swim.") to express her overjoy and excitement. I further explained, for her enthusiastic exclamation, foreign media really exhaust their Genesis powers (All my abilities are on cooldown!). For the word of "heal", I mentioned the English song "Let the music heal your soul", and afterwards during break between classes, I played this song. Likewise, I suggested memorizing words using the knowledge of word-building, e.g. inter+mediate, over+all, mean+time, under+take, which+ever, punish-ment, sur-render, out-ward, lay+out, and un-easy. Lastly, extra emphasis is laid on special usages like regarding and considering which are used as

preposition. By this means of dictation, students focus on spellings and listening to teachers' explanation of word usages. Later on I had face-to-face conversations and also QQ chats with students asking for further suggestions to test their vocabulary banks. They all agreed it's an exciting and efficient way to learn.

C. Level C Class

Different from syllabus of level A, eight class periods are for completion of one unit in *Reading and Writing*, and for this semester unit one, three, five, seven and nine will be covered on the topics of culture difference, mixed marriage, parent-child relationship, work, stress and health, and vision of success. Likewise, four weeks before CET-4 on June 17 is spared to help students know about question types and its corresponding preparation techniques. Besides that, students are given class time to do text exercises in old exam papers.

1 Reading and Writing

Considering large size (in total 97 students) in this class, I ask them to form freely in groups but fixedly in the same group for this semester. Altogether there are 16 groups who are required to sit in the same or next row in front or back as each time when having classes, they are supposed to participate in class activity as a whole. My purpose is to let every student do something. Since they are comparatively less accomplished than level A students, I adopt a slow-down strategy. According to course syllabus for level C, unit 2(4, 6, 8, and 10) is for their self-study. Here take unit 3 as an example to show how classroom teaching is carried out.

1). Vocabulary

TABLE 9:
NEW WORDS & PHRASES, SECTION A, UNIT THREE, BOOK II (2ND EDITION)

1.character; 2.compromise; 3.subtle; 4.hatred; 5.illusion; 6.married; 7.mutual; 8.compatible; 9.overlook; 10.expectation; 11.painful; 12.divorce; 14.bud; 15.resistance; 16.supportive; 17.grand; 18.counsel; 19.date; 20.subsequently; 21.harbor; 22.reservation; 23.prejudice; 24.charm; 25.caring; 26.indication; 27.confirm; 28.citizenship; 29.suspect; 30.harsh; 31.hesitate; 32.cancel; 33.proceed; 34.quote; 35.hardship; 36.racist; 37.realistic; 38.devotion; 39.idealistic; 40.resolve. 41.work out; 42.ups and downs; 43.all along; 44.proceed to do sth; 45.for a time; 46.take care of

Firstly read after me. This is to help students with correct pronunciation. After that, give them five minutes to get acquainted with word pronunciation. The teacher walks around in case some students might need individual instruction. As is said, almost every class activity requires students' participation as a group. When it is time to check students' pronunciation, the group has to elect one but each time (unit of this activity) a different group member is elected, while in another class activity, another different member participates. Only in this way, can every student of the whole class have an opportunity to show though most consider it a shy or stressful burden. From table 9, there are many difficult words for students to pronounce properly such as compromise, illusion, compatible, expectation, resistance, supportive, counsel, subsequently, reservation, prejudice, indication, confirm, suspect (v. n.), cancel, racist, realistic, idealistic, and resolve (solve).

Now it is time to practice word usages in sentences. I try to use simple structure at the first time, then expand the sentence by adding adverbial elements step by step. Sometimes students are invited to translate, sometimes I translate and then students repeat what I've said. Examples are shown in the table below.

TABLE 10:
EXAMPLES OF CLASSROOM PRACTICE FOR NEW WORDS & PHRASES USAGE

2.compromise n. v. e.g. 他们就这个问题已经达成了妥协。They have reached a compromise on <i>this issue (matter)</i> . 经过一个星期的谈判,他们就这个问题已经达成了妥协。Over one week of talk, they have reached a compromise on <i>this issue</i> . 经过一个星期的谈判,他们就双边贸易问题已经达成了妥协。Over one week of talk, they have reached compromise on <i>this issue of bilateral trade</i> .
10. expectation; 15. resistance n. e.g. Gail 的婚姻遭到了她家人的强烈反对。Gail's marriage met with much resistance from <i>her family</i> . 令人大家意外的是,Gail 与 Mark 的婚姻遭到了她家人的强烈反对。To our expectation, Gail's marriage with Mark met with much resistance from <i>her family</i> .
22.reservation, 27.confirm e.g. 请确定我们的酒店预定。Please confirm our hotel reservation. 请拨打电话确定我们的酒店预定。Please call to confirm our hotel reservation. Or: Please confirm our hotel reservation <i>on the phone</i> . 出发前, 请拨打电话确定我们的酒店预定。Please call to confirm our hotel reservation <i>before departure</i> .

Examples in table 10 are shown to do expansion practice for classroom translation when learning new words. The parts in italics are adverbial component added by the teacher after students manage to translate the main structure. For each translation, three group at least are invited to know about their skills in diction, grammar and speaking in order that teachers can give timely correction. For another, give students chances (moderate stress) to think and participate.

After finishing vocabulary practice, 10 minutes is given to do Exercise III (vocabulary) in form of word-bank/filling. When students are busy doing this exercise, walk around the classroom to check it out in case some students might need

individual instruction. Different from level A students who can finish it in about five minutes, within 10 minutes, level C students can only “transfer” Chinese meanings into the box of the chosen words. When time is up, “best” students finish less than five sentences of ten. Still I persist in adopting this strategy of doing the corresponding exercise in class soon after finishing learning vocabulary because I intentionally give students time to digest what’s learned. If teachers assign it as homework, the textbook is clean and empty next time they return to class.

2). Text

Most students have difficulty understanding the text. If teachers adopt the same strategy as in level A by asking questions in a general sense, it will be a total disaster: the whole class will be desperately silent. Under such a circumstance, it is better to ask targeted questions at specific paragraphs. Before learning the text in class, questions will be given to students as homework for preview. Here the sample text is taken from Section A, Unit 3, Book II. This text is about interracial marriage between Gail, a white American girl, and Mark, a black foreigner in US. When Gail spread their marriage news, her marriage met with some resistance from her family. Thus the major reading task is to find out Gail’s mother changeable attitudes towards her relationship and her father’s three reasons why he opposes her marriage. For the text five questions are designed as shown in Table 11. For better effect of preview and class performance, specific paragraphs will be designated for every question.

TABLE 11:
PREVIEW & CLASSROOM QUESTIONS FOR THE TEXT

Para. 1: How do Gail and Mark treat their relationship?
Para. 2: What do they think about their difference in race and culture?
Para. 4: How do other couples treat their marriage wrongly?
Paras. 5-7: Explain how Gail’s mother’s attitudes change toward their relationship? <i>Tips are given when dealing with this question in class.</i> i. Before she sees Mark, what does she think about mixed marriage? ii. When she meets Mark in person, how does she feel? iii. After she hears about their marriage news, what does she say?
Para. 8-22: List three reasons why Gail’s father opposes their marriage?

Considering the relative answers cover from Para. 5 to Para. 7 (her mother’s emotional) and from Para. 8 to Para. 22 (her father’s rational), I will illustrate my classroom strategy using paragraph 1 and paragraph 4.

TABLE 12:
EXCERPTS OF THE TEXT, SECTION A, UNIT 3, BOOK II (2ND EDITION)

Para. 1: Gail and I imagined a quiet wedding. During our two years together we had experienced the usual ups and downs of a couple learning to know, understand, and respect each other. But through it all we had honestly confronted the weaknesses and strengths of each other’s characters.
Para. 4: We wanted to avoid the mistake made by many couples of marrying for the wrong reasons, and only finding out ten, twenty, or thirty years later that they were incompatible, that they hardly took the time to know each other, that they overlooked serious personality conflicts in the expectation that marriage was an automatic way to make everything work out right. ...

When dealing with the first paragraph, I will give students five minutes to read it with the question in mind “*How do Gail and Mark treat their relationship?*” From Table 11, we can see the second and third ones are complicated though altogether there are only three sentences. Asking questions is not the ultimate purpose, but to guide students to develop a good habit of reading with aim and critical thinking. When asked to answer, students’ biggest problem is to read sentences directly from the passage though those sentences are closely related to answers. They don’t take time and patience to think and develop answers with their own knowledge. Thus teachers should make rules like “Don’t read the answer!”, or “If the answer is directly from the text, recite it from your memory!”, or “The best answer is to develop your own answer based on information from the text.” Students are encouraged to discuss with group member and then elect a spokesperson for presentation. Normally my classroom question is not very hard. e.g. The suggested answer can be “They take it seriously/rightly?”. I devise this question for the comparison with paragraph 4 “*How do other couples treat their marriage wrongly?*” It is proven that this question is easier than the one in the first paragraph because students can grasp “...hardly take time to ...”, “overlook serious personality conflicts...” which are easier to recite.

2 Listening and Speaking

For this textbook, I’m still thinking about how to use it in an efficient way. So far I abide by traditional teaching styles. There are ten short conversations, one long conversation and one passage in form of multiple choices. When dealing with short conversations, I play twice for each conversation as the first time is to make the best choice as in the text, and the second time is to correct their listening immediately. After ten conversations are played, I will let students say out their answers. If more voices give right answers, I will move to the next. Or else, I will play for the third time, or the fourth time. For long conversation and passage which are followed by five questions respectively, I play twice. At the third time listening, I will let students listen and figure out correct answer for every question. I play, pause, and play till most students understand the answer part.

IV. CONCLUSION

Since teaching profession is a challenging task, frontline teachers' dedicated practice play a crucial role in an overall improvement of China quality education on the path of the reformation. Doubtlessly the grading teaching model is a valuable exploration though some educators and teachers are starting to question its widespread practicability. With regard to my personal experience, I am doing my best to implement new strategies possibly efficient in the grading model of classroom teaching. On one hand, new strategies underway do stir up a positive learning environment and stimulate students to read, think, listen, and speak in an effective way. But on the other hand, I notice something sadly negative in level A and C classes. Among those students active in class participation, quite a part of them belong to larger group of majors in the new combination of class. For example, in level A, each time's highest percentage for students' number of class participation is either e-commerce or software, and occasionally one or two students of other three majors participate though active students' English is good. The same is true of level C, students majoring in civil engineering always have some volunteers but never one in other two majors. On this issue I had face-to-face conversations and QQ chats with representatives of each major, from which I began to understand the minority don't have a sense of settling and belonging in this "new" environment where they only gather twice every week for English classes. Alas, the reformation is not as simple as improving the efficiency of classroom teaching by devising new strategies, but far more to deal with for sake of students' well-being at university.

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Discourse Analysis of *Oliver Twist* from the Perspective of Pragmatics

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Abstract—As a great representative of the British realism literature in the 19th century, Charles Dickens' *Oliver Twist* is set in foggy city London, but reflects the complex social reality in that time. Many domestic scholars studied and analyzed this novel from different perspectives, while most of them paid much attention to the literature translation and analysis of the characters' image, few studied it from the perspective of pragmatic theories. In view of it, this paper selects plenty of dialogues from the novel and they are classified and analyzed on the basis of Grice's Cooperative Principle and Leech's Politeness Principle. After analyzing the characters' conversational implicature, this paper aims to provide a linguistic reference for the appreciation of characters' image and social significance of the novel. The paper consists of introduction, main body and conclusion three parts. Introduction part gives a simple introduction of the author Charles Dickens and the novel, then states the previous researches on the subject as well as the research angle, goal and method. The body (consists of two chapters) firstly gives a detailed introduction of the theoretical framework, then analyzes the selected dialogues on the basis of Cooperative Principle and Politeness Principle respectively. Conclusion part puts forward that people always express their ideas indirectly and implicitly in their speech communication to violate the Cooperative Principle, that is out of consideration of politeness to others, namely observing Politeness Principle.

Index Terms—conversations in *Oliver Twist*, Cooperative Principle, Politeness Principle, conversational implicature

I. INTRODUCTION

As a great representative of English literature in the 19th century, Charles Dickens has finished many works in his life, among which *Oliver Twist* is best known to the world. The novel describes the life of an orphan named Oliver and reflects the cruel reality in London in that time. After classifying and analyzing the conversations in *Oliver Twist*, this paper mainly studies the novel from the angle of Cooperative Principle and Politeness Principle based on previous study. There are 61 conversations connected with the protagonist in the novel, among which 24 are concerned with the CP and PP. This paper chooses 17 ones closely related to the theme of the novel to analyze. By doing that, the paper aims to further prove that the CP as an influential theory of explaining conversational implicatures also has its shortcomings, while the PP as a complement to it has great importance in people's communication. People always violate the Cooperative Principles so as to observe the Politeness Principle.

II. LITERATURE REVIEW

In the past few years, many scholars studied *Oliver Twist* from different angles, and most of them paid much attention to the analysis of characters' image or language translation, while few studied the novel from the perspective of pragmatics. For example, Miao Yang from Xi'an University of Petroleum studied the novel from the perspective of characters' image analysis; Liu Jingxiang from Zhongnan National University also studied it from this angle; Lu Danlu from Taiyuan Urban Vocational College made the study of image research on 'London' city and Lai Qiaolin from Yangtze University studied the limitations of Dickens' thoughts. Different with these studies, the paper studies the novel from the perspective of Cooperative Principle and Politeness Principle, which aims to further prove that the PP can explain some problems the CP is difficult to solve in people's actual communication.

III. THEORETICAL BASES

In this part, mainly Grice's Cooperative Principle and Leech's Politeness Principle will be elaborated.

A. Grice's Cooperative Principle

H. P. Grice believes "Our talk exchanges do not normally consist of a succession of disconnected remarks, and would not be rational if they did. They are characteristically, to some degree at least, cooperative efforts." (Hu, 1987, p.177). That is in all language communications both the speaker and hearer have the willing to make the conversation be successful by cooperation together. And Grice believes that there must be some mechanisms governing the production and comprehension of these utterances. This is what Grice calls the Cooperative Principle (abbreviated as CP).

1. The Maxim of Quantity

The maxim of quantity means that the speaker should provide enough information in the conversation, neither more nor less than required. This principle contains two aspects: (1) make your contribution as informative as is required (for the current purpose of the exchange); (2) Do not make your contribution more informative than is required. (Liu, 2006)

[1]:

The stranger: Hi, where will you go?

Xiao Ying: Somewhere far from here.

This conversation happens on the subway, a stranger sitting next to Xiao Ying asks her where she will go, and Xiao Ying does not provide more detailed information truthfully, she violates the maxim of quantity on purpose. It can be explained as carrying an implicature that the speaker doesn't want to reveal her precise location.

2. The Maxim of Quality

The Maxim of quality means try to make your contribution one that is true, i.e. (1) Do not say what you believe to be false. (2) Do not say that for which you lack adequate evidence. (Liu, 2006)

[2]:

A: Really? When did he get married?

B: Two years ago.

A: With whom?

B: I think he married a tiger.

This conversation happens in a school gathering, A and B once were classmates in high school. They are talking about their classmate C. It is clearly that B violates the maxim of quality, because no one will marry a tiger. Maybe the speaker means to say that the wife has some characteristics of tiger and maybe she is not gentle and bad-tempered.

3. The Maxim of Relation

Be Relevant. (Liu, 2006)

The maxim of relation demands the speaker provide information closely connected with the ongoing conversation, that is, to say something be relevant. While in daily life, people always violate the maxim of relation to produce some extra conversational implicatures.

[3]:

A: Can you tell me the truth?

B: Jone is here.

In this example, the speaker B openly violates the maxim of relation. He says something has nothing to do with the conversation, but it is easy for the hearer A to assume that B does not want John know the truth, so A does not persist in asking for the truth.

4. The Maxim of Manner

The Maxim of manner means the speaker should say something in a clear manner, that is to be perspicuous. This principle contains four aspects: (1) Avoid obscurity of expression; (2) Avoid ambiguity; (3) Be brief (avoid unnecessary prolixity); (4) Be orderly. (Liu, 2006) While in daily life, people sometimes use ambiguous words to produce extra conversational implicatures.

[4]:

A: Where do you live in?

B: Near the bank.

Here B is not willing to tell A the place in which he lives. So he violates the maxim of manner and gives a very obscure answer. In this example, he answers A and actually avoids telling his privacy.

In simple terms, the CP implies that we should say something true in a relevant and clear way, as well as informative enough.

B. Leech's Politeness Principle

English linguist Leech puts forward the Politeness Principle (abbreviated as PP) so as to rescue Grice's CP which only explains how conversational implicature is produced but does not explain why people tend to express opinions indirectly and implicitly. So PP is proposed to make up the shortage of CP when CP fails to offer a reasonable explanation.

1. Maxim of Tact

(i) Minimize cost to other.

(ii) Maximize benefit to other.

2. Maxim of Generosity

(i) Minimize benefit to self.

(ii) Maximize cost of to self.

3. Maxim of Approbation

(i) Minimize dispraise of other.

(ii) Maximize praise of other.

4. Maxim of Modesty

(i) Minimize praise of self.

(ii) Maximize dispraise of self.

5. Maxim of Agreement

- (i) Minimize disagreement between self and other.
- (ii) Maximize agreement between self and other.

6. Maxim of Sympathy

- (i) Minimize antipathy between self and other.
- (ii) Maximize sympathy between self and other. (Liu, 2006)

This principle requires speakers to minimize the expression of impolite beliefs (Liu, 2006) and its maxims explain why certain forms are more acceptable than others. Some examples are listed for each principle respectively and they are arranged as decrease of politeness.

[5]:

Would it be possible for you to lend me your English book?

Lend me your English book!

You must lend me your English book!

Maxim of Tact explains why people tend to use the first three expressions while the last two are rarely used. The reason is that the politeness is decreased greatly.

[6]:

Do have another apple!

Please have another apple!

Would it be possible for you to have another apple?

The maxim of Generosity requires us to be generous to others. The first three expressions shows the speaker's generosity more clearly, so it seems more polite and acceptable to others.

[7]:

You are the best cook in the world.

You certainly know something about cooking.

What an awful meal you cooked!

The maxim of Approbation explains why the expression " what a marvelous meal you cooked" is better than " what an awful meal you cooked".

[8]:

A: What a clever boy you are! You get full marks in this exam.

B: Thanks. My teachers teach me these.

Thanks. The exam questions are not hard.

Yes. How clever am I.

The maxim of modesty explains why people tend to use the first three expressions while the last one is never used. Because this utterance openly againsts the maxim of modesty.

[9]:

A: This movie is really interesting, don't you think?

B: Yes, absolutely.

I'm sorry, but I can't agree with you.

No, it's boring.

The maxim of agreement requires us to attempt to soften it in various ways if expressing disagreement is inevitable. So, the expression " I'm sorry, but I can't agree with you" is highly valued than "No, it's absolutely."

[10]:

A: Last Saturday I fell off the bike and hurt my foot.

B: I'm sorry to hear that, are you all right now?

It's unfortunate that you hurt your foot.

It is your business.

The maxim of sympathy explains why people tend to use the expression two rather than the last kind of expression. It is out of politeness to others to establish and maintain a harmonious relations in society.

IV. ANALYSIS AND DISCUSSIONS

A. Violation of CP in *Oliver Twist*

In *Oliver Twist*, there are 61 conversations between the protagonist Oliver and other characters, the paper selects 17 conversations as study materials in which 8 ones are related to the CP and 9 ones are related to the PP.

1. Violation of the Maxim of Quantity

The maxim of quantity demands people provide enough information as is required in the conversation, neither more nor less. While people often violate this maxim, they always express their conversational implicatures by two ways: providing more information than required and less information than required. Putting it simply, that is overstatement and understatement.

[1]:

"Get up!" murmured Sikes. . . . " get up, or I'll strew your brains upon the grass."

"Oh! for God's sake, let me go!" cried Oliver;" let me run away and die in the fields. I will never come near London-never, never! Oh! (Dickens, 2000, p.152)

This dialogue happens between Sikes and Oliver when Oliver knows for the first time that they will get him involved in the housebreaking and robbery. Oliver is so kind and he is not willing to do that but Sikes had caught him under his arms then, he is so frustrated and worried that cried to say many words. He says "let me go, let me run away, never,never" so many times. In this example, Oliver violates the maxim of quantity aims to get his sympathy.

[2]:

"Come, come!" said the good doctor, "You will see them directly, and they will be overjoyed to find you safe and well."

"Oh! I hope so!" cried Oliver. (Dickens, 2000, p.221)

This conversation happens between Oliver and the doctor. The good doctor and Mr. Losberne will bring Oliver to visit Mr. Brownlow and now, they are looking for the house in the street where Mr. Brownlow resided. So Oliver is so excited that he repeats the words so many times. The expression "They were so good to me-so very, very good to me." violates the maxim of quality, and form that we can see clearly that Oliver is so kind and grateful.

2. Violation of the Maxim of Quality

The maxim of quality demands speakers say what is true, but not want he or she believes to be false or lacks adequate evidence. While in our daily life, people always violate the maxim of quality to produce extra implied meaning.

[3]:

"What for?" echoed the girl, raising her eyes,..... "Oh, for no harm."

"I don't believe it," said Oliver. (Dickens, 2000, p.139)

This dialogue happens between Oliver and Nancy who are kind actually, but out of helpless she became a thief from the start. Now, she comes to bring Oliver to see Bill who will sends him do a robbery. Oliver knows nothing about what he will face with so he asks Nancy about it. Nancy says "for no harm" which violates the maxim of quality because it is not accordant with her following answer and the fact. By violating the maxim of quality, Nancy means to bring Oliver to Bill quickly and does not want Oliver be frustrated because he is so kind and scared when facing this kind of thing.

[4]:

"In a word!" cried the gentleman, "better or worse?"

"Better, much better!" replied Oliver, hastily.

"Thanks Heaven!" exclaimed the gentleman. "You are sure?"

"Quite, sir." replied Oliver. (Dickens, 2000, p.233)

This dialogue happens between Mr. Giles and Oliver. When it comes to Miss Rose's state of illness, Oliver deceives him to please him and actually, on his part, he also hopes and believes Rose will be better soon or later. It is clearly that this expression againsts the fact and so violates the maxim of quality. Oliver aims to encourage Mr. Gile and himself, he is so kind and innocent.

3. Violation of the Maxim of Relation

If the speaker violates the maxim of relation, he may say something which has nothing to do with the on-going conversation. By violating this maxim, there's always extra conversational implicature produced.

[5]:

"Now, you are a nice young fellow, ain't you?" said Sowerberry

"He called my mother's names," replied Oliver. (Dickens, 2000, p.45)

This dialogue occurs between Mr. Sowerberry and Oliver. Oliver can't stand up Noah's insult to his mother and has a fighting with Noah. While all of the people put the blame on Oliver, he is dragged into the dust-cellar and locked up. The master Mr. Sowerberry feels irritated and asks Oliver angrily, but Oliver gives an answer which has nothing to do with the question. He says "he called my mothers" which implies it's not his fault and he is not a bad boy.

[6]:

"Did you want a coffin, sir?" inquired Oliver innocently

"You don't know who I am, I suppose, Work' us?" said the charity boy

"I'm Mister Noah Claypole," said the charity boy, "and you're under me" (Dickens, 2000, p.29)

This dialogue happens between Oliver and the charity boy Noah. They meet here the first time, so Oliver don't know Noah at all. When the door is kicked, Oliver asks if he wants a coffin, while Noah answers something which is not concerned with the question completely. Noah says his name and tells that Oliver is under him, then demands Oliver do some jobs. By violating the maxim of relation, he means that he doesn't like Oliver and it would be better if he will be obedient to him. This reflects Oliver's miserable life again.

4. Violation of the Maxim of Manner

If the speaker violates the maxim of manner, he may says something ambiguous,obscure or out of order to produce conversational implicatures.

[7]:

"Come, get up," said the man, roughly.

"It wasn't me," said Oliver

"They are here somewhere." (Dickens, 2000, p.65)

This conversation happens between Oliver and the man who catches him. Oliver is mistaken for the thief who stole Mr. Brownlow's handkerchief. When he is caught by a man, he said "It wasn't me, indeed, sir. Indeed, indeed, it is two other boys." It is clearly that the ambiguous words "somewhere" and "other" violate the maxim of the manner. By violating this maxim, Oliver's implicature is produced, that is he knows who stole Mr. Brownlow's handkerchief and where they are, but he doesn't speak out their names and just says their rough position. He wants to prevent himself from hurting but doesn't want to hurt his "partners" so he employed ambiguous words to convey his implicature.

[8]:

"What for?" echoed the girl, "Oh, for no harm."

"I don't believe it," said Oliver, (Dickens, 2000, p.139)

This dialogue happens between Oliver and Nancy and we analyzed this conversation in section 3.1.2. Here the expression "Oh, for no harm." violates the maxim of relation again. When is asked what he will need to do for Bill, Nancy just says for no harm but doesn't give Oliver the thing detailed. She avoids discussing of it deliberately because she has to bring Oliver to Bill successfully and if telling the truth, it is most likely that it will be failed. So by violating the maxim of manner, Nancy implies that he has to go back with her and the thing will be done. It reflects Nancy's helpless and Oliver's misery.

B. PP Employed in *Oliver Twist*

In this part, mainly 9 dialogues are selected from the novel and they are explained from the perspective of the application of the PP.

1. Application of Tact and Generosity Maxim

The tact maxim demands people pay attention to the benefit or cost of others, that is other-centered. Conducted by this maxim, people should increase the benefit and decrease the cost of others, speakers should consider more for the hearer rather than himself when they are in communication. And actually the generosity maxim is not need to be distinguished from the tact maxim. Because they all deal with the question of benefit and cost, and they just differ in whether other-centered or self-centered. The generosity maxim pays much attention to the self and it demands the speakers increase the cost and decrease the benefit of himself but consider much for the hearer.

[9]:

"The book-stall keeper, sir!" said Oliver.".....

"My poor boy, this is disappointment enough for one day," said the doctor. "Quite enough for both of us....." (Dickens, 2000, p.221)

This dialogue takes place between Oliver and the doctor when he is hurt badly and looked after by the family he "stole". He and the kind family will leave to the countryside for a life, and Oliver goes to Mr. Brownlow's home at which he was rescued once before he leaves here. But the fact that Mr. Brownlow and his family have leaved here depressed Oliver very much. When it comes to go to the book-stall keeper's home, the doctor refuses to bring him to, because he considers it is likely that the keeper has not been here, neither. This reflects the application of tact maxim, because the doctor thinks of Oliver's feeling and he does not want him feel sad again.

[10]:

"Good-night!" replied Oliver softly.

.....

"Take heed, Oliver, take heed!" said the old man, Whatever falls out, say nothing; and do what he bids you. Mind!" (Dickens, 2000, p.137)

This dialogue happens between Oliver and the old Fagin before Oliver is brought to the cruel gang Bill to do some dangerous things. When they have said good night to each other and decided to have a rest, Fagin says something about Bill and warns him to mind. Although the old Fagin is also a gang, he has some kind of mercy on Oliver. He wants Oliver to be obedient to Bill and then he will be safe, because Bill is really cruel and rough. By employing the maxim of tact, we can see clearly that Fagin likes Oliver very much and this will pave the way for the ending of the novel.

2. Application of Approbation Maxim

The approbation maxim is other-centered which demands the speakers try their best to say some pleasant and beautiful words to the hearer in order to establish a harmonious atmosphere or maintain a friendly social relation or out of polite to others.

[11]:

"Here it is, sir," said Oliver,

"You're a clever boy, my dear," said the playful old gentleman, "If you go on in this way, you'll be the greatest man of the time". (Dickens, 2000, p.60-61)

This conversation has been discussed in 3.1.2 which violates the maxim of quality. And here it employs the approbation maxim. Fagin praises that Oliver is clever and he will be the greatest man of the time, these kind words please Oliver very much absolutely and create a positive effect in Oliver. Maybe Oliver will do the train better and make a lot of money for Fain, and they will be more friendly and intimate.

3. Application of Modesty Maxim

The modesty maxim is self-centered which demands the speakers dispraise themselves and do not self-boast in order to maintain a peaceful atmosphere with the hearer.

[12]:

"..... How should you like to grow up a clever man, and write books, eh?"

"I think I would rather read them, sir," replied Oliver. (Dickens, 2000, p.90)

This conversation happens between Oliver and Mr. Brownlow. Oliver is looked after by Mr. Brownlow's family after he is rescued from the prison. Now they are talking about some beautiful books. And when Mr. Brownlow asks if Oliver wants to be a clever man to write books, Oliver just says he'd rather read books. This utterance accords of the modesty maxim. Oliver does not think he is so clever to write these beautiful books, so he'd better to read books. Maybe in his heart, he does not think he could be a greater man in the future, and he is satisfied with his life just like this. This reflects the miserable experiences which he has suffered bring him so much pain and influence.

[13]:

"You can write well now?" said Harry, laying his head upon his arm.

"I hope so, sir," replied Oliver. (Dickens, 2000, p.249)

This dialogue occurs between Oliver and Harry will leave far from here but he is worried about Miss Rose, so he asks Oliver for help and hopes Oliver can write to him, every alternate Monday to the General Post Office in London. When is asked whether he can write well, Oliver just answered "I hope so, sir," which employed the maxim of modesty. Actually, Oliver has made great progress in reading and writing recently. His utterance is accordant with people's daily communication and means that he is willing to do it and is proud to do it, and he is greatly delighted with the commission, whether he can write well or not.

4. The Application of Agreement Maxim

The agreement maxim deals with the relationship between self and other which means that the hearer should always agree with the speaker's ideas rather than disagree with them. It can help to create a more harmonious atmosphere between the hearer and the speaker.

[14]:

"Send Oliver with them," said Mr. Grimwig.....

"Yes, do let me take them, if you please, sir," said Oliver. "I'll run all the way, sir."

.....

"You shall go, my dear," said the old gentleman. (Dickens, 2000, p.96)

This dialogue occurs between Oliver, Mr. Brownlow and Mr. Grimwig. Oliver stays at Mr. Brownlow's home and is looked after by the family. One day, Mr. Grimwig comes here and he does not trust Oliver is a good boy. So he persists in letting Oliver return the books back to the book stall. Oliver believes himself will be an honest boy and seems wants to prove this. So he prays Mr. Brownlow let him go. Mr. Brownlow employs the agreement maxim agrees with him. Because Mr. Brownlow is so kind and he also believes Oliver is a good boy. Therefore, he makes a bet with Mr. Grimwig that Oliver will go and back.

5. The Application of Sympathy Maxim

The sympathy maxim also copes with the agreement maxim which suggests that people should express same feeling or emotion to the speaker. That is, to congratulate him when he is happy and to comfort him when he is sad. By doing that, a more harmonious atmosphere or a more intimate relation is created.

[15]:

"So what?" inquired Mr. Bumble in amazement.

"So lonely, sir! So very lonely!" cried the child. "Everybody hates me. Oh! Sir, don't, don't pray be cross to me!" (Dickens, 2000, p.25)

This dialogue takes place between Mr. Bumble and Oliver. And it is discussed in 4.1.1 which violates the maxim of quantity. Here it employs the sympathy maxim. Oliver says he is so lonely and prays Mr. Bumble doesn't send him away. By observing the sympathy maxim he wants to get the beadle's pity. This reflects the small Oliver's helplessness.

[16]:

"So what?" inquired Mr. Bumble in amazement.

"So lonely, sir! So very lonely!" cried the child. "Everybody hates me. Oh! Sir, don't, don't pray be cross to me!" (Dickens, 2000, p.25)

This dialogue takes place between Mr. Bumble and Oliver which employs the sympathy maxim. Oliver says he is so lonely and prays Mr. Bumble doesn't send him away. By observing the sympathy maxim he wants to get the beadle's pity. This reflects the small Oliver's helplessness again which is closely related to the theme of the novel.

[17]:

"And consider, ma'am," said Oliver "..... I am sure-certain-quite certain-that, she will not die. Heaven will never let her die so young.

"Hush!" said Mrs. Maylie (Dickens, 2000, p.227)

This utterance occurs between Oliver and the old lady Mrs. Maylie who is still worried about Miss Rose's state of illness. Oliver's utterance employs the maxim of sympathy, he also feels depressed and has the same emotion with the old lady. So Oliver says so much to comfort her as well as prays for the beautiful girl who is so young and kind-hearted.

V. CONCLUSIONS

The paper selects 17 conversations from the novel *Oliver Twist*, then classifies and analyzes them on the basis of Grice's Cooperative Principle and Leech's Politeness Principle in Pragmatics. Although there is deficiency in selecting examples, they are selected on a relatively scientific method, which guarantees the scientificity of the study. Part 3 case study makes us come to the conclusion that the Cooperative Principle as an influential theory of explaining conversational implicatures has its shortcomings, then Politeness Principle as a supplement to it has great importance. The CP explains the speakers' implied meaning when they violate the CP, but does not give the reason why people always violate the CP and its maxims. Actually, out of politeness, people always violate the Cooperative Principles to observe the Politeness Principle in their actual communication. Generally, the CP and the PP make a great role in appreciating literary works, they help to provide a more comprehensive understanding of characters' conversational implicatures as well as the their literary images.

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An Investigation into the Effect of Reader Response Approach on EFL Learners' Reading Comprehension, Vocabulary Retention and Test Anxiety

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Abstract—The present study aimed to investigate the effect of the reader-response approach on EFL (English as foreign language) learners' reading comprehension, retention of vocabulary and test anxiety. To achieve this goal, out of a sample of sixty EFL learners who were selected to participate in the study 52 were assigned into two groups. During the study, a reader-response approach was used as the treatment, and the quantitative data were collected through the anxiety questionnaire, reading and vocabulary tests. MANCOVA was run to compare and determine the performance of the two groups. Based on the findings, the reader-response approach in teaching English to EFL learners, does not improve the reading comprehension and vocabulary retention of EFL learners. Furthermore, no significant differences were observed in the level of vocabulary acquisition and the reading comprehension of both groups. It was also found that the reading response approach contributed to the decrease in the experimental group's test anxiety.

Index Terms—test anxiety, reader-response approach, reading comprehension, incidental learning, short stories

I. INTRODUCTION

It is a common sense that English language learning has become really important for the people living in the 21 century. English Language includes four principal different skills of listening, speaking, writing, and reading. Among the skills, reading, according to Gu (2003), "is the most important of the four language skills for ESL/EFL learners" (p.10). Accordingly, a great attention must be paid to learning this skill. Furthermore, there are some components such as vocabulary that pave the way for learners' success in reading.

Although according to Nation, learning vocabulary helps students to listen, speak, read, or write better (2001), learning that in foreign learning (FL) has been ignored for a long time. So these days a lot of researchers, teachers and others involved in FL learning are paying special attention to EFL learners' vocabulary acquisition (Zu, 2009).

There are also some barriers and factors that deteriorate and disturb FL acquisition and reading comprehension. As Chang (2007) states, learners' emotions, feelings, and psychological conditions are considered as important issues in FL acquisition. Moreover, Krashen (1982), declared that some of the factors such as discomforting emotions and uneasy feelings such as anxiety may disturb FL acquisition. Additionally, Chang (2007), concludes that test anxiety "with its controversial role in language learning, has been extensively explored and has received considerable attention"(p.3).

So in order to tackle these problems in and to make the process of FL learning more enjoyable, the approaches and the methods used in the process of English language teaching has paid particular attention to learners' demands (Selcuk, 2009). This is why using literature is considered as a promising tool for language learning purposes. Furthermore, there are different advantages for the use of literature in EFL courses. Utilizing English literature in teaching English to EFL learners, enables students to express their emotions, feelings, and personal ideas freely in an intellectual environment (Selcuk, 2009) and this may decrease their anxiety.

In literature there are various approaches, one of the approaches to literary analysis, which was defined by Louise Rosenblatt is called reader-response approach. "reader-response is a new methodology for teaching literature; an essentially reader-based methodology that attended directly to what real readers thought of the literature they were reading"(Flood & Lapp,1988,p.62). Furthermore, "in reader response approach, learners' emotions, feelings and their individual ideas are crucial in teaching reading, and learners' reading skills and their comprehension increase with the

help of reader response approach"(Selcuk, 2009, p.3). In the same line, Marlene (2000) asserts that the advantages of using reader-based approaches to literature are, increasing the students' motivation, the students' levels of response and improving their reading ability.

Since most of the studies have in the area of reader response theory have dealt with the issue in the first language context (Farahian & Khatib, 2013), the study of the theory in the EFL context deserves more attention.

II. LITERATURE REVIEW

In Iran as EFL students mostly have problems with reading comprehension and vocabulary retention which is a basis for that. Furthermore based on assessing system in Iran, students are under pressure and face anxiety due to scoring system that may affect their reading comprehension, and vocabulary retention performance. Various types of studies have been concerned about the effect posed by test anxiety on individual's performance. Hill and Wigfield (1984) stated that the issue of the relationship of anxiety and performance is a complex and important one. In order to examine the relationship between test anxiety and students' performance, Cassady and Johnson (2002) conducted a study. The findings revealed that high test anxiety group performed poorer than the average and low test anxiety groups. Again, this result clearly stated that test anxiety has the debilitating effect and negatively affects students' performance.

Anxiety-provoking threats become higher when students are asked to speak in front of others. More, under the test-oriented educational system, most students may have developed test anxiety in particular when tests were constantly required. In reviewing the contradicting and inconsistent findings on test anxiety and reading anxiety of students' performance, one can see a lack of relevant evidence to situations encountered by Asian ESL/EFL learners. Because most studies focused on speaking skills, there is still a need to investigate the issue in the field of reading. Accordingly, the purpose of the present study is to investigate the effect of reader-response approach on EFL learners' reading comprehension, vocabulary retention, and test anxiety, and the following questions are posed:

1. Does applying Reader-response approach in teaching short stories to intermediate EFL learners have a significant effect on their reading comprehension?
2. Does applying Reader-response approach in teaching short stories to intermediate EFL learners have a significant effect on their vocabulary retention?
3. Does applying Reader-response approach in teaching short stories to intermediate EFL learners have a significant effect on lowering their test anxiety?

III. METHODOLOGY

A. Design

The present research was a quantitative study having one independent variable and three dependent variables.

B. Participants

In this study through convenient sampling, 52 participants were selected out of 60 female EFL students at intermediate level of proficiency. Participants for this study were Iranian students studying English Language at Safir English language school, Kermanshah branch. The participants had an age range of 18 to 28 years old. All participants had passed an entrance exam to be eligible to be admitted in Safir language school.

C. Instrumentation

Four following instruments were used to serve the purpose of the research study.

1 The PET test

In order to have a homogenous level of English proficiency and reading comprehension a validated test, PET exam, retrieved from *www.oup.com*, was administered ahead of the treatment as a means of homogenizing the participants in terms of their language proficiency, PET exam, which is an Intermediate level qualification test that demonstrates the ability to communicate using English for everyday purposes was launched by the University of Cambridge Local Exam Syndicate (UCLES) in 1943. The test consists of four modules, reading, writing, listening, speaking. The reading and writing paper has eight parts and 42 questions that takes 90 minutes. The listening paper has four parts comprising 25 questions and takes 30 minutes. The Speaking paper which has four parts takes 10 minutes to administer and is conducted face-to-face, with two examiners. The speaking part in this study was done by two examiners, who have passed various courses regarding the method of interviewing students in Safir language school, central branch in Tehran. Moreover, the reading part of the PET test was also used as the pre-reading test (See Appendix A). The overall score of the test was 100 and those whose scores were between 70 to 89 were considered as an intermediate level. So the participants whose scores were not between 70 to 89 based on PET test were excluded. Another version of PET(2005) reading module which was different in comparison to homogeneity test was used as the post-reading test (see Appendix D), with 35 questions similar to the pre-reading test, was utilized to observe any probable variations in the participant's reading comprehension after the treatment.

2 The Vocabulary Test

As the pre-experimental vocabulary test, a vocabulary test (see Appendix B), consisting of 40 words, all extracted randomly from the short stories, *Gulliver's Travel* by Jonathan Swift and *Little Women* by Louisa May Alcott, that were supposed to be read in each group during the course were prepared. Regarding the validity of the vocabulary test, since

it was teacher made test, to understand whether the vocabulary retention test was valid, it was given to three experts in the field and they were asked to check the content of the test. It was confirmed by these three experts that the test really checked the construct it intended to assess.

3 Anxiety Test

The students also received, a pre-experimental test-anxiety questionnaire to explore their anxiety. The scale was Cognitive Test Anxiety Scale (CTA) (Cassady & Johnson, 2002) (see Appendix C). According to Cassady and Johnson (2002), the Cognitive Test Anxiety Scale achieved internal consistency with coefficient correlation of .91. Based on the factor analysis, all items maintain a part-whole correlation of $r=.35$ or greater. The Cognitive Test Anxiety Scale had a total of 27 items. The total scores ranged from twenty seven to one hundred and eight ($R=108-27$). As such, higher scores indicated a higher level of cognitive anxiety among the test-takers, particularly while taking tests. If any statement was incomprehensible, the students were allowed to ask questions for clarification, and the allotted time for this test was 35 minutes. The same anxiety- questionnaire was used as the post-anxiety test after the treatment.

4 Short Stories

The short stories that were chosen to be studied as the supplementary books were *Little Women* by Louisa May Alcott and *Gulliver's Travel* by Jonathan Swift for both groups. These short stories were chosen from the masterpieces of literature, and it should be stated that the major criteria for choosing the stories, were motivation, and interest they created as well as the proficiency level of the students. Moreover, the stories that were chosen were based on the learners' personal involvement in the stories.

D. Procedure

1. Sampling Procedures

As explained before, 60 female Iranian students took part in the study. To ensure the homogeneity of the participants, the researcher ran a PET test. It should be mentioned that based on the PET exam the students whose scores were between 70 to 89 were considered as intermediate level, so those whose scores were between this ranges were chosen. As such, 8 students were removed from the study. The remaining 52 participants were randomly assigned to two groups of experiment and control group of 26 students.

In both groups, the short stories, *Gulliver's Travel* by Jonathan Swift, and *Little Women* by Louisa May Alcott were introduced to be read for the following sessions. The treatment for both groups lasted 7 consecutive weeks based on Safir Language Academy's schedule for classes. So, all in all, each student participated for 20 sessions in the classes, and the students had to participate in 3 classes per week. During 18 sessions they were asked to read the chapters that were assigned by the researcher for the upcoming sessions.

This study went through different procedures such as, choosing the subjects, pretest, giving the treatment, and the posttest. In this study, the researcher utilized PET (2004) to make sure about the participants' homogeneity. The test was also used to measure the participants' EFL reading comprehension. The time which was allotted for this test was 120 minutes and all student who have attended the test finished just in time. To ease the process of correction by the researcher, an answer sheet was constructed for the participants to mark with pen. Before starting the test and after giving test booklets and answer sheets to students, the researcher explained the instructions in participants' native language which was Persian. After 120 minutes, the researcher recollected the booklets in order to analyze the data.

There out of 60 students, 8 students were excluded on account of their scores which were not between 70 to 89, which is the acceptable range of intermediate level based on PET, and the excluded members were not considered for data analysis. At the end of the homogeneity test there were 52 students who were included in the study. Accordingly, 26 students were randomly assigned to the control group, and 26 students to the experimental group.

Furthermore, the Pet reading comprehension test given to the participants served another purpose as the pre-reading test to consider the students' level of reading comprehension before the treatment and to compare it with the post-reading comprehension test.

As the effect of reader-response approach on students' vocabulary retention and test anxiety were the other concerns of the study. Later on, the session after homogeneity test, before introducing the treatment a pre-anxiety questionnaire was given to the students, in order to measure the participants' level of test anxiety before the treatment. The time which was allotted for the pre-anxiety test was 35 minutes. The anxiety test which was consisted of 27 items was given to the students, and the instructions regarding that were given by the teacher in Persian language which was the students' native language. Besides, the students were allowed to ask any questions owing to clarifications in the items. Participants collectively finished on time which itself suggested the sufficiency of time allotted.

After 30 minutes the participants were asked to put their pens down and put their paper on the ground and take another test which was a pre-vocabulary test. Like the pre-anxiety questionnaire all instructions were explained by the researcher in Farsi and the students were asked to write down the meanings of the words either in Farsi or English on their paper with pen or pencil, they were also informed that the synonyms or antonyms which showed that he participants had understood the meaning of the words were also possible. At the end of the test after 30 minutes which was the allotted time for the test they were asked to submit both tests and the researcher recollected them.

In both experimental and control groups, the short stories were given to the students. *Gulliver's Travel* by Jonathan Swift, and *Little Women* by Louisa May Alcott were introduced to both groups to be read for the following sessions.

The treatment for both groups lasted 7 consecutive weeks based on Safir Language Academy's schedule for classes. So, all in all, each student participated for 20 sessions in the classes, and the students had to participate in 3 classes per week. During 18 sessions they were asked to read the chapters that were assigned by the researcher for the upcoming sessions. After the treatment, in the 20th session of the treatment, the students took another version of reading comprehension PET test. Moreover they were given, the same anxiety questionnaire and vocabulary test as post-tests. The aim was to consider the probable changes in their reading comprehension, vocabulary retention, and test anxiety.

Finally, by analyzing the data which has been gathered from the booklets, the researcher started testifying the research hypotheses.

2. Treatment Procedure

2.1 Procedure in the Control Group

In this group the customary method of teaching literature was perused. In pre-reading activity the students were supposed to read the chapters of the story that were assigned by the researcher, and be familiar with the background of the story as well as checking unknown vocabularies. In this group the debate started with the teacher asking the participants the summary of the first short story, *Gulliver's Travel* by Jonathan Swift. For the first nine sessions the students worked on *Gulliver's Travel*, and for the next 9 sessions, the students worked on *Little Women* by Louisa May Alcott.

Furthermore, after reading the first short story, *Gulliver's Travel*, analysis of characters, themes, plot, and other literary aspects of this story were discussed by the students, in pairs and groups. Although, all students were involved in the debate by providing answers to some questions regarding the message of the story, theme, and so on, it was the teacher who provided the class with the final correct interpretation and explanation. The course was teacher-centered, although the students were involved in the discussions. At the end of each part of discussion, the teacher expressed the intended meaning and message lying behind every part of the story, and corrected the interpretations of the participants due to the assumption that there was only one correct interpretation of the story. To put it in a nutshell, in this group the students were passive owing to the fact that they couldn't change the instructions of the teacher. Besides, they were mere recipients of the teachers' instructions. The same procedure was followed in the next 9 sessions owing to covering the short story, *Little Women* by Louisa May Alcott.

2.2 Procedure in the Experimental Group

In the experimental group, the treatment was mainly based on the reader-response approach in order to teach short stories, and each short story was read during nine sessions. The major component in this approach was to give the opportunity to students to express their internal thoughts and feelings, while they were dealing with the stories. This means that they were required to read the short stories through their own unique perspective. It should be mentioned that such an approach rendered the class as learner-centered, so the instructor was not at the center of attention. Moreover, she was just the conductor and controller of the discussion.

During the treatment the students were reminded that there was not just one correct interpretation to the stories, and there could be as many correct interpretations as possible. Besides, the students were encouraged to express their point of views based on supporting sentences out of the short stories by flashing back to the stories.

In this group the students were also asked to read the short stories at home based on the specific pages that were assigned by the teacher to be read during 18 sessions. Following Mitchell (1993), after reading the story the students were supposed to contemplate about the following questions:

What struck you about the story?

What kinds of things did you notice?

What would you like to talk about after reading this?

What issues did it raise for you? Were there parts that confused you?

What questions would you like to ask?

Did anything upset you or make you angry?

Is there anything you want to ask about any of the characters?

How did you feel after you read the story?

What made you feel this way? (p.4)

As the next phase of the treatment, the participants discussed the questions with their classmates, and the teacher's role was just the controller of the process. So it maximized the students' interactions in pair works and group works that made them feel relaxed during the process. At the end of the discussion, the participants were asked to express their feeling about the characters and what they would do if they were the characters. They were also asked to find the similarities between the stories and their real life, and discuss it with their partners.

IV. RESULTS

The data obtained from the above-mentioned tests, are presented in the form of separate comparative tables and charts below. These tables contain the mean and the standard deviation of scores obtained from the participants. On account of the fact that pretest or covariate may affect the groups' scores on the posttest and there were three dependent

variables (reading comprehension, vocabulary retention, and text anxiety), the researcher run MANCOVA in order to control or remove the effect of the pretest. The results of all statistical operations are presented below.

A. Homogeneity of Participants

Running the homogeneity test the researcher chose those participants whose scores ranged from 65 to 75. The logic behind choosing 65 to 75 was that PET regards such a range, as the intermediate level. Furthermore, those participants whose scores were not among this range were excluded from the study.

TABLE 1.
CASE PROCESSING SUMMARY FOR THE PRETESTS AND POSTTESTS IN THE GROUPS

	Cases		Excluded		Total	
	Included	Percent	N	Percent	N	Percent
Pre-reading * group	52	100.0%	0	.0%	52	100.0%
Post-reading * group	52	100.0%	0	.0%	52	100.0%
Pre-vocab * group	52	100.0%	0	.0%	52	100.0%
Post-vocab * group	52	100.0%	0	.0%	52	100.0%
Pre-anxiety * group	52	100.0%	0	.0%	52	100.0%
Post-anxiety * group	52	100.0%	0	.0%	52	100.0%

In table 1, the number of cases or participants in the groups who took part in the tests is summarized

B. Checking the Homogeneity of Slope Regression Lines for Groups

1. Analysis of MANCOVA

TABLE 2.
TESTS OF BETWEEN-SUBJECTS EFFECTS

Dependent Variable: post-reading						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	
Corrected Model	518.708 ^a	3	172.903	18.939	.000	
Intercept	217.841	1	217.841	23.861	.000	
group	15.975	1	15.975	1.750	.192	
prereading	433.800	1	433.800	47.516	.000	
group * prereading	10.004	1	10.004	1.096	.300	
Error	438.215	48	9.129			
Total	32268.000	52				
Corrected Total	956.923	51				

a. R Squared = .542 (Adjusted R Squared = .513)

According to the Table 4.2, the slope of the regression lines was homogeneous for all groups concerning dependent variable (post-reading) [$F(1, 48) = 1.096, p > 0.05$].

C. Checking the Linear Relationship between the Groups' Scores on Pretests and Posttests

Tests of Between-subjects Effects

TABLE 3.
DEPENDENT VARIABLE: POST-VOCABULARY

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	1979.829 ^a	3	659.943	15.206	.000	
Intercept	821.122	1	821.122	18.920	.000	
Group	98.731	1	98.731	2.275	.138	
Pre-vocab	1708.097	1	1708.097	39.358	.000	
group * pre-vocab	93.006	1	93.006	2.143	.150	
Error	2083.171	48	43.399			
Total	49316.000	52				
Corrected Total	4063.000	51				

a. R Squared = .487 (Adjusted R Squared = .455)

As Table 3 shows, the slope of the regression lines is homogeneous for all groups concerning dependent variable (post-vocab) [$F(1, 48) = 2.143, p > 0.05$].

D. Tests of Between-subjects Effects

TABLE 4.
DEPENDENT VARIABLE: POST-ANXIETY

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9032.397 ^a	3	3010.799	100.264	.000
Intercept	52.427	1	52.427	1.746	.193
Group	63.682	1	63.682	2.121	.152
Pre-anxiety	8677.766	1	8677.766	288.983	.000
group * pre-anxiety	.857	1	.857	.029	.867
Error	1441.373	48	30.029		
Total	175568.000	52			
Corrected Total	10473.769	51			

a. R Squared = .862 (Adjusted R Squared = .854)

As Table 4 illustrates, the slope of the regression lines is homogeneous for all groups concerning dependent variable (post-anxiety) [$F(1, 48) = 0.029, p > 0.05$].

E. Descriptive Statistics on the Posttests

TABLE 5.
DESCRIPTIVE STATISTICS OF GROUPS' SCORES ON THE POSTTESTS

	group	Mean	Std. Deviation	N
Post-reading	experimental	25.69	3.876	26
	control	23.38	4.526	26
	Total	24.54	4.332	52
Post-vocab	experimental	30.23	7.163	26
	control	28.77	10.493	26
	Total	29.50	8.926	52
Post-anxiety	experimental	54.08	14.355	26
	control	58.62	14.219	26
	Total	56.35	14.331	52

Table 5 clearly shows the groups' mean score and the standard deviation on the posttests. According to the Table, the mean scores in the experimental group were 25.69 in post-reading, 30.23 in post-vocabulary, and 54.08 in post-anxiety. Furthermore, the standard deviation scores were 3.876, 7.163, and 14.355 respectively. While mean of the control group were 23.38 in post-reading, 28.77 in post-vocabulary, and 58.62 in post-anxiety. Moreover, the standard deviation scores were 4.526, 10.493, and 14.219 respectively.

F. The Results of MANCOVA

TABLE 6
BOX'S TEST OF EQUALITY OF COVARIANCE MATRICES^A

Box's M	F	df1	df2	Sig.
5.409	.843	6	18113.208	.537

a. Design: Intercept + pre-reading + pre-vocab + pre-anxiety + group

based on this table that tests the null hypothesis which the covariance matrices of the dependent variables are equal within groups. The observed covariance matrices of the dependent variables are equal across groups [$B_{(6, 18113.208)} = 5.409, p > 0.05$]. So, this important requirement of running MANCOVA is fulfilled (see Table 4.15). When all the requirements of MANCOVA (the normal distribution of the data, the linear relationships between the scores of groups in the pretests and posttests, the homogeneity of the slope of regression lines for all groups, and the equality of variances across groups) were fulfilled, the researcher ran MANCOVA, the results of which are reported as follows.

TABLE7.
MULTIVARIATE TESTSB SHOWING THE DIFFERENCE IN LINEAR COMBINATION OF DEPENDENT VARIABLES BETWEEN THE GROUPS

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.243	4.813 ^a	3.000	45.000	.005	-.243
	Wilks' Lambda	.757	4.813 ^a	3.000	45.000	.005	-.243
	Hotelling's Trace	.321	4.813 ^a	3.000	45.000	.005	-.243
	Roy's Largest Root	.321	4.813 ^a	3.000	45.000	.005	-.243
Pre-reading	Pillai's Trace	.475	13.578 ^a	3.000	45.000	.000	.457
	Wilks' Lambda	.525	13.578 ^a	3.000	45.000	.000	.457
	Hotelling's Trace	.905	13.578 ^a	3.000	45.000	.000	.457
	Roy's Largest Root	.905	13.578 ^a	3.000	45.000	.000	.457
Pre-vocabulary	Pillai's Trace	.451	12.321 ^a	3.000	45.000	.000	.451
	Wilks' Lambda	.549	12.321 ^a	3.000	45.000	.000	.451
	Hotelling's Trace	.821	12.321 ^a	3.000	45.000	.000	.451
	Roy's Largest Root	.821	12.321 ^a	3.000	45.000	.000	.451
Pre-anxiety	Pillai's Trace	.867	97.905 ^a	3.000	45.000	.000	.867
	Wilks' Lambda	.133	97.905 ^a	3.000	45.000	.000	.867
	Hotelling's Trace	6.527	97.905 ^a	3.000	45.000	.000	.867
	Roy's Largest Root	6.527	97.905 ^a	3.000	45.000	.000	.867
Group	Pillai's Trace	.501	15.073 ^a	3.000	45.000	.000	.501
	Wilks' Lambda	.499	15.073 ^a	3.000	45.000	.000	.501
	Hotelling's Trace	1.005	15.073 ^a	3.000	45.000	.000	.501
	Roy's Largest Root	1.005	15.073 ^a	3.000	45.000	.000	.501

Multivariate Tests^b
a. Exact statistic
b. Design: Intercept + prereading + prevocab + preanxiety + group

As it can be seen in Table 7, the treatment has a crystal clear effect, which means that the the independent variable had a positive effect on the dependent variables [$F_{(3,45)} = 15.073$, $p < 0.001$, $\eta^2 = 0.501$].

TABLE8.
LEVENE'S TEST OF EQUALITY OF ERROR VARIANCES^A

	F	df1	df2	Sig.
post reading	.034	1	50	.855
Postvocab	.011	1	50	.918
Postanxiety	21.114	1	50	.000

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + prereading + prevocab + preanxiety + group

Based on Table 8, the variances of groups' scores on two of the dependent variables (post-reading and post-vocab) were equal [$F_{(1,50)} = 0.034$, $p > 0.05$] and [$F_{(1,50)} = 0.011$, $p > 0.05$]. However, concerning the third dependent variable, that is, post-anxiety, the variances of groups' scores were not equal [$F_{(1,50)} = 21.114$, $p < 0.001$]. Since the number of participants in the groups were equal (56 in each group), according to Pallant (2007), this inequality could be ignored.

TABLE 9.
TESTS OF BETWEEN-SUBJECTS EFFECTS FOR THE EFFECT OF GROUP ON THE DEPENDENT VARIABLES

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Post-reading	538.314 ^a	4	134.579	15.110	.000	.563
	post-tvocab	2062.929 ^b	4	515.732	12.119	.000	.508
	postanxiety	9105.279 ^c	4	2276.320	78.179	.000	.869
Intercept	postreading	76.343	1	76.343	8.571	.005	.154
	Postvocab	325.433	1	325.433	7.647	.008	.140
	postanxiety	.984	1	.984	.034	.855	.001
prereading	postreading	378.201	1	378.201	42.463	.000	.475
	Postvocab	17.258	1	17.258	.406	.527	.009
	postanxiety	4.048	1	4.048	.139	.711	.003
prevocab	postreading	29.016	1	29.016	3.258	.077	.065
	Postvocab	1473.961	1	1473.961	34.637	.000	.424
	postanxiety	73.659	1	73.659	2.530	.118	.051
preanxiety	postreading	.069	1	.069	.008	.930	.000
	Postvocab	163.346	1	163.346	3.838	.056	.076
	postanxiety	8750.730	1	8750.730	300.539	.000	.865
group	postreading	17.181	1	17.181	1.929	.171	.39
	Postvocab	21.504	1	21.504	.505	.481	.011
	postanxiety	1310.328	1	1310.328	45.002	.000	.489
Error	postreading	418.609	47	8.907			
	Postvocab	2000.071	47	42.555			
	postanxiety	1368.490	47	29.117			
Total	postreading	32268.000	52				
	Postvocab	49316.000	52				
	postanxiety	175568.000	52				
Corrected Total	postreading	956.923	51				
	Postvocab	4063.000	51				
	Postanxiety	10473.769	51				

As it is depicted, there was not a prominent difference between the performances of the groups on the post-reading [$F_{(1,47)} = 1.929$, $p > 0.016$, $\eta^2 = 0.039$] and post-vocab [$F_{(1,47)} = 0.505$, $p > 0.016$, $\eta^2 = 0.011$] (see Table 4.18). However, there is a significant difference between the performances of the groups on the post-anxiety [$F_{(1,47)} = 54.002$, $p < 0.001$, $\eta^2 = 0.489$]. It should be noted that based on Bonferroni's correction p-value should be compared as:

$$\alpha' = \frac{\alpha}{3} = \frac{0.05}{3} = 0.016$$

TABLE 10.
ESTIMATED MARGINAL MEANS

Dependent Variable	Group	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
postreading	experimental	25.138 ^a	.598	23.935	26.340
	control	23.939 ^a	.598	22.737	25.142
postvocab	experimental	30.170 ^a	1.307	27.542	32.799
	Control	28.830 ^a	1.307	26.201	31.458
postanxiety	Experimental	51.114 ^a	1.081	48.939	53.288
	control	61.579 ^a	1.081	59.404	63.753

a. Covariates appearing in the model are evaluated at the following values: prereading = 21.60, prevocab = 22.06, preanxiety = 62.33.

Based on the Table 10, the experimental group's adjusted mean scores on post-reading, post-vocabulary, and post-anxiety are 25.138, 30.170, and 51.114 respectively; while those of the control group are 23.939, 28.830, and 61.579 respectively. Since the control group's adjusted mean score (61.579) on the post-anxiety was very higher than that (51.114) of the experimental group, this implies that independent variable (reader-response approach) lowered the participants' test anxiety in the experimental group. The reason underlying this interpretation is that, higher scores indicated a higher level of cognitive anxiety among the test-takers, particularly while taking tests (Cassady & Johnson, 2002).

Addressing the First Research Question

The first question explored "whether reader response approach in teaching short stories to Iranian EFL learners' can improve their reading comprehension?" The results of the current study revealed that, there was not any significant difference between the performance of the participants in experimental and control group after the treatment. At the result, reader-response approach did not make the reading comprehension ability of the Iranian EFL students better. Furthermore, this approach did not impair the reading comprehension ability of these learners.

G. Addressing the Second Research Question

The second question was related to whether reader response approach in teaching short stories to Iranian EFL learners' can improve their vocabulary retention. To answer this question, the preset author tested two groups of participants, namely experimental and controlled groups. Based on the results of the current study, it could be concluded that the vocabulary retention of the students who read short stories by utilizing reader-response approach did not improve in comparison to those who read short stories with traditional method. To put it in a nutshell, reader-response approach did not improve the Iranian EFL learners' vocabulary retention.

H. Addressing the Third Research Question

The third question sought the effect of reader response approach on lowering EFL learners' test anxiety. Based on the results of the current study, since the control group's adjusted mean score (61.579) on the post-anxiety was very higher than that (51.114) of the experimental group, this implied that independent variable (reader-response approach) lowered the participants' test anxiety in the experimental group. The reason underlying this interpretation was the nature of scoring the answers given to the items of the questionnaire. That is, getting higher score was the indicative of higher test anxiety.

V. DISCUSSION

The findings which have various advantages for language teachers. Based on the major findings, a reader response approach can be introduced into EFL classroom practices in order to improve EFL learners' involvement in the text, and by doing so enhance their reading comprehension. In addition, the following pedagogical implications are proposed:

Most studies showed that the students with higher level of test anxiety seem to perform lower in comparison to those students with lower anxiety level. As an example, Young (1991) expressed that test anxiety negatively affects students' English proficiency and learning abilities. At the result, it is crucial to make a less threatening and less-anxiety-provoking environment for EFL learners. In fact by applying reader-response approach into the materials which are supposed to be covered by EFL learners.

Vocabulary knowledge is a key fact to reading comprehension and student success. As for EFL learners' vocabulary improvement, a reader response approach was applied, no significant effect was observed. So as vocabulary learning is really important, by applying reader-response approach various methods of teaching vocabulary must be accompanied to make the process of learning vocabulary easier to EFL students.

The first suggestion to researchers is to repeat this study in various courses with EFL learners of various proficiency levels. One can also consider introducing different literally genres. In this way the practicality of reader-response method in teaching various genres of literature can be considered and studied.

Another suggestion to researchers would be to increase the allocated time and number of sessions to achieve optimal result. In this way the students are given the opportunity to become more familiar with reader-response approach and play a more active part in it.

As a suggestion considering the differences between the reactions and responses of male and female students and the level of interest and adaptation to reader-response theory can be beneficial.

For further study, researchers could use advanced reading courses, on account of the fact that various levels can bring about different results.

This study was conducted in Iran with limited number of participants. However, the study would generalizable if conducted in other context with different participants. It would be interesting to seek the effect of the approach in a different sociolinguistic setting applying the same text, and the same approach, so as to explore the results of the applicability and feasibility of the study in different contexts.

In this study, short story genre was applied. However, it would be worthwhile to apply other literary genres such as poetry, novel, and drama to investigate whether those genres are applicable and feasible in the EFL/ESL classroom.

VI. CONCLUSION

Based on the results of this study, it seems that there is a strong and positive relationship between EFL learners' test anxiety, and reader-response approach. Also, it can be concluded that reader-response approach can lower the EFL learners test anxiety .So it is unquestionable that literature is of great importance in EFL learning since the benefits it serves are numerous as it is a multi-dimensional means to create a safe ground for language learning and teaching. As a finding in the present study, the Iranian EFL students using reader-response approach can indeed give aesthetic response to English short stories without sacrificing the comprehension of the story. To put it in other words, the Reader-response Approach does not impair the reading comprehension ability of the Iranian EFL students. It seems that to improve EFL learners' reading comprehension more reading comprehension practice through the new theory is needed. Perhaps, small group reading using reader response approach as well as individual reading strengthens EFL learners' reading comprehension.

Another issue explored in this study was that whether there was any difference between the amount of vocabulary acquisition in the students who read short students in control group with traditional method and those who read short story in experimental group with reader-response approach. At the result, based on the statistical procedures, the

application of reader-response approach did not lead to improvement of vocabulary retention in the students. The possible explanation for such a result may be the fact that more time is needed for EFL learners to learn and retain new vocabulary items.

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Teachers' Role in Dealing with Errors in Students' Second Language Learning

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Abstract—Methods applied to improve learners' achievements in learning process have aroused public attention in second language education. Error correction is what both teachers and learners often focus on, and most of them over emphasized the importance of corrective feedback, which leads to a lack of confidence in learners to tap their capacity in using the new language. Therefore, this paper discusses the effective way to deal with learners' errors in second language learning process. A switch from the emphasis on the correct form of language to the way to improve learners' learning ability is investigated in a second language class with instructions of how to apply new knowledge properly in practice being introduced in Group Work activities. Grading in Learners' writing and oral exams analyzed by SPSS shows an advancement as well as the improved learning confidence. Some effective teaching methods and the positive effects from the results of a quantitative research on second language learners are explored in this paper, which are of great use in a second language class as well as some relative researches.

Index Terms—second language learning, error correction, learning confidence, teaching methods

I. INSTRUCTION

In second language learning process, students always focus on the errors made in grammars as well as vocabularies and thus learners are afraid of using the new-learned language or try to avoid any mistake when learning to use it. And most teachers also heavily emphasize the errors correction in their teaching process. Both of the two responses become an obvious obstacle that is more likely to lower learners' learning achievement and efficiency. Although error correction has been proved to be effective by many researchers to help learners acquire new knowledge in second language learning field, if all mistakes made by second language learners are corrected as soon as they make use of the target language, errors are always considered in the first place, which shows a lack of understanding what causes the errors and thus lead to an inefficiency in dealing with them. Assumptions from child language learning studies present that a language learner forms a provisional learning system when he is exposed to a new language and he can apply it in certain situation by making use of this system (Gorbet, 1974). And in adult second language learning, this process is also reasonable to enable them in acquiring new language information. Errors are evidence of the language system of a learner's choice, which is not from the target language, but most likely the one of some other language they are familiar with, so errors in the second language learning is a sign for learning instead of failure (Gorbet, 1974). Therefore, the teacher who teaches an adult a second language should not focus on correcting the errors found in the learners' output, but choose a proper way to facilitate their development. This paper is going to investigate what a teacher should do to deal with the errors in using English language via a quantitative research on the effects of some teaching methods in class.

A. Need for Study

Various investigations have been conducted in how to provide error correction in second language teaching class as well as the role of teachers' corrective feedback in learners' language use accuracy in second language learning process. Evidence has shown the effectiveness of corrective feedback in second language writing and speaking. However, few studies focus on the drawbacks brought by the immediate correction in the learning process or the more effective methods to deal with errors instead of correction. Therefore, it is of great importance for teachers to know the sequence in which second language learners acquire the knowledge so that courses will be developed that correspond to the certain sequence and thus makes the learners' task much easier.

B. Purpose of the Study

This paper is going to investigate the effective measures in a naturally occurring teaching sequence that can be applied in learners' second language learning process so as to deal with the mistakes that are always found when learners are acquiring new knowledge and try to put them into practical use.

C. Significance of the Study

Some effective teaching methods and the positive effects on second language learners are explored in the study, which are of great use in a second language class to improve learners' achievement in both writing and oral output and it is also valuable for the further study in some relative researches.

D. *Research Questions and Hypothesis*

The research question in this study is whether there will be significant improvement in second language learners' writing and speaking achievement when errors in language use are resolved in a more natural and proper way rather than be corrected immediately after being found. And a hypothesis will be examined as there will be a higher achievement in learners' writing and oral practice as well as an enhancement in their confidence after adopting the teaching methods which emphasize the effective facilitation from teachers on errors.

II. LITERATURE REVIEW

A. *Limitations of Corrective Feedback*

As it is well known, errors occurring in the second language learning process can be attributed to two main reasons. Some errors are in development for they are normal to the learning process, while others are caused by improper materials, faulty teaching or learning. The experienced and sensitive teacher can become skillful in distinguishing these through careful study and observation. However, it is of great difficulty to deal with errors effectively unless we strive to discover what causes them.

Corder (1973) points out some errors are more significant than others, thus as the teacher, we must correct the errors in a selective and systematic perspective. Because when errors are regarded as random occurrences, it is useless and unhelpful to make any isolated corrections. Therefore, the teacher should be responsible for being effective correction in remedial work in a deliberate and well-planned way. A correction that does not produce the desired results may in fact produce undesired results and as teachers we must be keenly aware of this possibility. We automatically tend to think of 'errors' when we think of correction and here it is crucial to be aware of our learners' communication strategies. As we have seen, it is not uncommon for students to adjust, or even abandon what they want to say in an effort to say it correctly, or to the teacher's satisfaction. The end product may then be correct in the grammatical sense, but it is inadequate from the viewpoint of communication. It is so important that our students learn to say what they want to say as well as what we want them to say. Therefore, it is sometimes more important to tolerate errors than to correct them. Determining when to and when not to ignore student errors is perhaps the most difficult challenge of teaching.

Moreover, we must also be careful about the way to correct errors. Only using drill as medial tool have been disappointing, and even lead to disastrous results. Many teachers have complained the short-term effect of drill. When we drill the learners, they have it perfectly, but as soon as the drill is over they turn around and make the same mistake. It is conceivable that our experience screams that the drill cannot be used effectively for remedial work, for it does not foster communication and it does nothing to aid the student in using the drill at the wrong time.

B. *Theoretical Background*

1. **Error Analysis**

The term 'Error Analysis' implies that the focus of theory is on students' errors. It is misleading because although analyzing errors is certainly involved in an Error Analysis, much more is implied. Essentially it is a theory that is developed to explain the learning processes involved in acquiring a second language and in this sense it is first and foremost a language learning theory. Firstly, the assumption underlying the theory is that errors are evidence of a learner's language system, which is not the system of the target language, but a system of some other language. And the theoretical objective of Error Analysis is to describe the 'other' language. Besides, the orientation of the study is psycholinguistic, in that the fundamental question influencing its development has been the cognitive processes in learning a second language.

2. **Three Stages in Acquiring Target Language**

Corder (1973) suggests that all second language learners go through three stages in acquiring the target language: a pre-systematic stage, a systematic stage and a post-systematic stage. In the pre-systematic stage, the learner does not realize that there is a system in the target language or the functions of it. His output is completely random. In the systematic stage, the learner is formulating his hypotheses. He cannot correct his errors as they are still largely random, although he can explain what he means and learning is active. In the post systematic stage, he is able to correct his errors and there is evidence that he is systematically applying rules. In the systematic stage the teacher can create a non-threatening atmosphere which will encourage the student to form his hypotheses and he can help the student in the post systematic stage in adjusting the hypotheses already formed. A learner might be pre-systematic in one sub-system, systematic in another and post-systematic in yet another one.

3. **Constructivist perspective**

The constructivist theory takes the view that learning is constructed, so learners have to construct their own knowledge on the basis of what they already know, individually and collectively (Davis, Macher, & Noddings, 1990). That is, their prior knowledge influences what they construct. Most of the theories in cognitive science entail some kind of constructivism as these theories are regarded as individuals construct their own cognitive structures when they interpret their experiences in particular contexts (Palincsar, 1998). Rather than the transmission of knowledge, learning is an internal process of interpretation: "Learners do not transfer knowledge from the external world into their memories; rather, they create interpretations of the world based upon their past experiences and their interactions in the world." (Cunningham, 1992, p. 36)

The term “constructivism” used by many psychologists and educators often mean different things, while some of them focus on how individuals make meaning, others emphasize the shared, social construction of knowledge (Woolfolk, 2001). Most people who use the term of constructivism emphasize “the learner’s contribution to meaning and learning through both individual and social activity” (Bruning, Schraw, & Ronning, 1999, p.215). No matter when learners work in group or on their own, errors are common in the learning process, which manifests the development in knowledge construction. Focus on these errors by either collaborators or the individual learners may lead to an obstacle on the constructive behavior and thus exert side effects on the achievement in language practice.

C. *Related Studies*

Recently, many linguists and psychologists have felt that we can learn a lot about the nature of language learning by observing and studying the way children acquire language. And no wonder, when we think of the complexity involved in a language, it is really quite amazing that almost all children manage to become very fluent in at least one language and sometimes more, by the time they are four years old. "No two children are exposed to the same primer linguistic data, or the same amount of such data, and yet despite such different experience and wide differences in intelligence almost all children are able to crack the code of the linguistic system of their culture and learn to understand and produce sentences". Children also seem to pick up second languages better than we do. Considering these facts, psycholinguists and applied linguists such as Corder (1973), Selinker (1972), and Richards (1972) who were studying second language acquisition turned to first language acquisition studies for initial clues about the cognitive processes involved in language learning.

Studies in child language acquisition start from observing children's speech, then comparing it with the speech expressed by native adults and trying to describe and explain the differences between the two utterances. Results from such studies have been surprising for those who thought language acquisition was an activity to form mimetic habit. In the psycholinguistic literature put out in the last decade, psychologists and linguists both agree that child language acquisition should occurred in a more active and creative process. It is active in the sense that the child does not simply receive data rather he processes it and it is creative in the sense that the child, on the basis of his grammar and his understanding of the world, is able to form statements which he has never heard. All children seem to have an innate capacity to acquire his language.

III. METHODOLOGY

A. *Introduction*

A quantitative research was conducted to investigate whether there would be a significant advancement in both writing and speaking achievement when the teacher adopted some proper teaching methods that focused on facilitation rather than error correction. Having discussed the theoretical frameworks about error analysis and some related studies of positive and negative effects of error correction in second language learning, this chapter concentrates on the methodology of the study, mainly including the sample and sampling procedures, research design, instrument and treatment of this study.

B. *Sample and Sampling Procedures*

Samples in this research experiment were freshmen majoring in Business English from one class in Tianjin Transportation Vocational College. Students in this class were teenagers from 18-21 years old. There were 42 students, 28 of them were girls and 14 of them were boys. Although not all of them had received a solid education in high schools (some of them graduated from technical schools), they had acquired a basic command of English knowledge and they would be learning in this college for three years as Business English majors. In the past English learning experience, accuracy of grammatical structures and vocabulary were emphasized and most of them were required to correct the mistakes they had made with the help of classmates and teachers. Therefore, they were always afraid of making mistakes in applying the new-acquired knowledge. In order to improve this situation, facilitation of teachers shift from error correction to natural use of target language.

C. *Research Design*

As it mentioned in 3.2, instead of correcting mistakes during second language learners learning process, they are facilitated by the teacher to learn English in a natural way.

A pretest was conducted at the beginning of the semester in September, 2015. Students in experimental class were required to have a test by writing a free essay to express their feelings of becoming a freshman in this college and expressing the feeling orally to the class as a whole. Forty minutes were given to them to finish writing and 10 minutes including preparation were given to them in speaking practice in class, and they are not allowed to talk to others or use dictionaries and other reference materials. After collecting all papers, the teacher asked two of her classmates, two postgraduates majoring in English language education in Tianjin Foreign Studies University with experience in teaching English writing and speaking, to score each composition with the criteria of Band 4 (some different requirements in details could be regulated according to the needs). Results from the pretest were collected to compare with the data that

will be got from the posttest in the final to see whether there will be a significant advancement after adopting the new teaching method in class.

Text book applied in class was New Practical English and Band 4 test papers as the complementary materials were given to them. Speaking and writing models are introduced in the text book, providing communication context, how to select proper words, organize correct sentences, arrange a complete structure of passage, and form a logical thinking. Students had 6 hours of English class per week, in which writing class takes 1.3 hours and speaking class takes 1.5 hours per week in the whole semester.

During both speaking and writing course in this semester, teacher should teach the students some relevant skills mentioned in the text book, and also asked them to finish the exercises. In class, students were asked to exchange their ideas on the questions with others to achieve their answers jointly, and then they could show their different ideas and choices of words or sentences in either oral or written form, but they were not allowed to correct the mistakes of their group members. Each learner in the group first formed their own ideas on the task and then write a composition or make a dialogue or monologue to check whether they could master and apply what they had learned. After that, teacher's instruction was given to them by offering some original materials with relevant accurate knowledge input. As a result, learners were able to learn from the correct form and imitate it so that some inaccurate uses in language output would be modified naturally by learners themselves. In this process, mistakes were not over emphasized and everyone would focus on second language learning itself rather than error correction which was an obstacle of the learning.

After one semester's teaching experiment, data from the final speaking and writing examination were collected as the posttest results. As soon as the final examination finished, the teacher got the papers of the class copied and asked her two classmates to give an evaluation and grade each paper with the Band 4 criteria, and then scores from the posttest were put into SPSS to testify whether there would be a significant difference in the speaking and writing achievement between the two tests after one semester's experimental practice.

D. Instrumentation (SPSS & Interview)

Instruments used in this study were pretest and final test for both speaking and writing. And an interview for learners about inquiry on the effects of this teaching method was conducted after final. The pretest was conducted at the beginning of the semester, and the posttest-final speaking and writing examination, at the end of the semester. In order to make sure that both of the organized speaking and writing tests were on the equal level and would be accurate to testify students' progress in writing achievement, another test was made by randomly selecting 22 students in the experimental class. Students in that class were asked to finish the two speaking and writing tasks of the pretest and posttest at two times within a week. Results were also scored by the two postgraduates and the data collected were put into SPSS to make a Paired Samples T- test. According to the result shown in table A, $t=-.796$, $p=.435$, $p>.05$, there was not a significant difference between the mean score of the two compositions. Therefore, it proved that the pretest and posttest were almost on the same level which presented that results in the educational experiment would not be influenced due to the unequal degree of difficulty of the two test papers.

TABLE A
PAIRED SAMPLES TEST

	N	M	SD	T	P
Pre-test	22	77.86	8.85	-.796	.435
Post-test	22	79.81	8.71		

After the test, an interview was conducted to inquire the feeling of learners on the effect of adopting the teaching methods that avoid direct correction on learners' output. Most of the responses were positive, showing that learners were highly encouraged to express themselves in both oral and written form. They were voluntarily to think or express without a lack of confidence caused by being afraid of making mistakes. Therefore, confidence was built and thus the competence.

E. Treatment

In the teaching experiment, firstly, teacher made a group arrangement. In order to avoid the influence from different elements as English levels, gender, friendship and affect, etc., the 42 members in the class were divided into six groups with each one composed of seven members under the control of the teacher. Since a pretest was operated, each student's writing was relatively clear to the teacher. Therefore, top six students were assigned into the six groups separately in order to avoid inequality, and at the same time, 14 boys were also put into each group to make certain that in every group a communication of girls and boys could be achieved. In the middle of the semester, the teams were rearranged for a wide communication among the whole class members, with each group also having a top student and two boys.

Secondly, before the teaching activities organized in groups, teacher introduced and explained some important elements about the learning objectives, learning tasks and the fundamental methods adopted in the whole class. After doing so, the relevant knowledge about speaking and writing skills introduced in every chapter of the text book was taught by the teacher, such as pronunciation, selection of words, organization of sentences, and the structure various tasks. Before doing exercises in the text book, audio or video speaking materials as well as a sample composition were provided, and then tasks would be finished by students within the groups, and they could discuss and share opinions to

complete the task when the teacher walked around the class to offer help without any unnecessary interrupting. After that, according to the requirements of the topic, students were encouraged to organize their thought. Then they could read the information in the text book, based on which they were going to write an outline of the oral topic and composition jointly. When the students worked in groups, the teacher was available as an adviser, a guide, and a facilitator. In this process, the teacher was responsible to extend students' ideas without giving corrective feedback.

Thirdly, students went on to complete the whole speaking and writing tasks. They were asked to discuss the main content of each part, they might argue with each other to select words, organize sentences and form opinions, with the teacher also giving some suggestions. Various possible selection of vocabulary and sentence structures were offered by teachers so that learners can receive enough information to make choices. All choices were correct, but when learners make other choices out of those offered by the teacher, no correction should be made even if it was improper. After that they need to complete the whole tasks, which were assigned differently in two stages. During the first half of the semester which was defined as the first stage, students within a team were required to finish the oral practice and composition together with each one in charge of one part, and the speaking task should be handed in with a tape and the writing task on a piece of paper. The teacher can check if everyone had made a contribution by listening to different voices and observing the different handwritings. While during the last half of the semester, students were asked to exchange views about the content and expressions in their tasks, and then each member was to finish the them independently.

Fourthly, although, normally, students should do a cooperative modification after completing the writing task. The teaching methods in this class had to be operated in different ways. For the speaking task, in the first stage, every learner was required to read the well-prepared materials or expressed it freely around the topic, when it was necessary for them to keep on talking without being interrupted. In this process, other students listened to their speech carefully and they were asked to take down the mistakes in pronunciation or improper expression without telling the speaker. At this time, the teacher was responsible for observing the presenter's performance and prepare to repeat the video with correct input on relevant information. For the writing task, in the first stage, the composition written by the whole team was to be read aloud, the teacher would help other team members take down some notes for some disagreements after listening to what they were talking about, including word selection and grammar to the complex structure organization. Whereas in the second stage, compositions completed by individuals should be exchanged within the team and each team member need to modify one of his partners' compositions with the correcting points without leaving any marks on the paper. In both two stages, the teacher had to pay attention to the improper uses and select some facilitating materials to offer learners an indirect suggestion to help them get improved mainly on their own awareness.

Fifthly, the selected video materials and sample composition were given to the learners to check their finished tasks and they were required to revise what they had done. After that, all learners were able to realize the differences between the samples and their own output and when they were asked to make the oral practice a second time and hand in their revised compositions, most of the mistakes they had applied before were corrected consciously by themselves. For the rest part of the mistakes that were not easy to be realized by learners, the teacher organizes a summary if the class by explaining rules specially designed according to the difficulties the students encountered in the practical application. And the learners could revise their tasks a third time by referencing the summarized rules.

Finally, after the revision for three times, audio of learners' oral task as well as the compositions on paper were handed in to the teacher. A further suggestion would be given to the learners after scoring.

F. Limitations

Experimental research was only conducted in one class, so the higher achievement was only proved by a Paired-Sample T Test. Besides the treatment used in the class, some other factors could also affect the results from data analysis. Therefore, it is suggested that a comparison between two learning groups or between two classes should be conducted to testify the effects of this teaching method so that it can be widely acknowledged in the future second language learning class. Besides, in this study, time devoted to this quantitative research is limited, for it only lasted one semester-16 weeks. samples are also restricted to those who are students of the writer, so it is not a random selection, which may also have an ill effect on the research results. Moreover, the amount of the sample is small, which only consists of 42 students.

IV. RESULTS

The purpose of the study is to investigate the effects of the teaching methods that avoid error correction by others on second language learners' speaking and writing achievement. Research question addressed by this study is whether there will be significant improvement in second language learners' speaking and writing achievement when errors in language use are resolved in a more natural and proper way rather than be corrected immediately after being found. This part presents the results of this study based on the research design.

Table 1 set out the tests for normality for data collected from the pretest and posttest for both speaking and writing of the class. From Table 1, the rate for prewriting between the Skewness (-.656) and its Std. Error (.365) is -1.797, within the range of -2 and +2, therefore the normality Skewness is assumed; the rate between the Kurtosis (1.283) and its Std.

Error (.717) is 1.789, again within the range of -2 and +2, therefore the normality of Kurtosis is assumed. So are the rates from data in other three tests.

From Table 2, we can see in prewriting, the W statistic under Shapiro-Wilk is .898, the significance is .161, which is larger than .05, indicating that there is not a significant difference between the “pretest” variable distribution and normal distribution. Now it is safe to say the “pretest” variable distribution is normal. The data shown in other three parts are also normally distributed.

TABLE 1

Descriptives		Statistic	Std. Error
prewriting	Mean	86.5952	1.51610
	Skewness	-.656	.365
	Kurtosis	1.283	.717
postwriting	Mean	74.9048	2.70647
	Skewness	-.562	.365
	Kurtosis	.740	.717
postspeaking	Mean	76.5238	2.43075
	Skewness	-.647	.365
	Kurtosis	.003	.717
Pre-speaking	Mean	83.2619	1.62231
	Skewness	-.329	.365
	Kurtosis	-.452	.717

TABLE 2

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-writing	.176	42	.112	.898	42	.161
Post-writing	.177	42	.102	.920	42	.057
Post-speaking	.131	42	.067	.948	42	.056
Pre-speaking	.187	42	.071	.935	42	.060

According to the result illustrated in table 5, $t=3.692&3.333$, $p=.001&.002$, $p<.05$, there were significant differences between the mean score of the two speaking and writing tasks. Therefore, it proved that there were improvements in the pretest and posttest of the two tasks.

TABLE 3

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-writing	86.5952	42	9.82545	1.51610
Post-writing	74.9048	42	17.53993	2.70647
Pair 2 Pre-speaking	83.2619	42	10.51378	1.62231
Post-speaking	76.5238	42	15.75303	2.43075

TABLE 4

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-writing & post-writing	42	-.050	.755
Pair 2 Pre-speaking & post-speaking	42	.565	.000

TABLE 5

Paired Samples Test

	Paired Differences	95% Confidence Interval of the Difference					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	the Difference				
					Lower	Upper			
Pair 1 Pre-writing – Post-writing	11.69048	20.52540	3.16714	5.29431	18.08664	3.691	41	.001	
Pair 2 Pre-speaking – Post-speaking	6.73810	13.10010	2.02139	2.65582	10.82037	3.333	41	.002	

Data Analysis shows the results of this study by using SPSS to do a Paired Sample T Test. It has shown that there are significant differences in both speaking and writing achievement after one semester’s experimental practice.

V. CONCLUSION

A. Summary of the Study

Results from the research study shows that a proper facilitation from teachers is more effective to help second language learners achieve their goals in target language application. Focus on the corrective feedback may only emphasize the mistakes, which have proved to be the normal learning process instead of what have to be avoided for directly supplying the correct form will probably not be very helpful. The learning methods that are adopted in experimental class instruct learners to naturally use the knowledge in language use and the attention to the errors they make in the learning process is avoided, and what they have to do is listening to the sample speeches and looking at the sample compositions, which enables them to correct their mistakes spontaneously.

B. Implication for Practice

It is implicated that if we are to treat errors effectively, the student's part in the correction should be active. The teacher who hints at the correct form or supplies it indirectly should have much better results, especially if he is able to relate his correction to the learner's strategy. It is of great importance that the student must be put in the position where he can make inferences, formulate concepts and alter his hypotheses and he must be given the time and encouragement to do this.

C. Recommendations

As the research study has some shortcomings, sample selection and time devoted to the research should be improved. Most significant attention should be paid on the application of teaching methods. It may be helpful to explicitly formulate the rule that the student is having problems with, especially if they seem to have undue difficulty formulating them himself. As Corder (1973) points out that 'a concept is achieved partly through the illustration of what is not an example of the concept; that is, through negative instances. Therefore, as teachers we may be able to aid our students considerably by presenting the constraints of a rule as well as instances of its proper application. Along the same lines, we can avoid closely related items that are confusing to the student in his formation of concepts. Whatever method we take, we should keep in mind that our task is to aid the student in formulating his concepts about the language, not to supply him with isolated linguistic items.

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An Analysis of English Translation of Chinese Classics from the Perspective of Cultural Communication

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Abstract—This paper aims to analyze the English translation of Chinese classics from the perspective of cultural communication. Through the analysis, it is hoped that the communication of Chinese traditional culture can be promoted.

Index Terms—the English translation of Chinese classics, Chinese traditional culture, cultural communication

I. INTRODUCTION

China is a country with a long history of ancient civilization. In the past five thousand years, Chinese culture not only gave birth to its glorious history, but also made an outstanding contribution to human civilization. But at present, the cultural communication of China and the influence of Chinese culture to the world is limited. As we all know, the history of translation in China has a long history. However, there is an indisputable fact that the quality of the translation works should be further improved. Therefore, it is important to strengthen the transmission of Chinese culture to the world because it will be beneficial to create a good international environment for Chinese economic development and even is good for promoting the world peace and development. Obviously, how to overcome the obstacles of international cultural communication and strengthen the exchange between Chinese culture and foreign countries has become a major task of our times.

As we all know, Chinese cultural classics is an important carrier of Chinese culture. Therefore, the translation of Chinese cultural classics has attracted the special attention of the government as well as the great concern of the academic and translation fields. At present, how to further develop and deepen the translation of Chinese classics is a glorious mission for the Chinese people.

In this paper, the author analyzes the translation of Chinese classics from the perspective of cultural communication. This study mainly includes six parts. The first part is a general introduction. The second part analyzes the current demand and status quo of Chinese traditional cultural communication. In the third part, it discusses the importance of English translation of Chinese classics to Chinese traditional culture communication. In the fourth part, it analyzes the achievements and problems of the translation of Chinese classics. In the fifth part, it puts forwards several developing strategies of Chinese classics translation from the perspective of cultural communication. The last part is the conclusion of the paper.

II. THE CURRENT DEMAND AND STATUS QUO OF CHINESE TRADITIONAL CULTURAL COMMUNICATION

Nowadays, the cultural communication of China is still lagging behind. And the “cultural deficit” between Chinese and Western countries has attained a ratio of one hundred to one. Therefore, the urgent task at present is to end the “cultural deficit” phenomenon in Chinese and Western cultural exchange. And the only way to achieve that is to increase cultural communication and enhance mutual trust (Yang, 2007).

With the further development of economic globalization, cultural globalization is becoming more and more prominent. Economy is the foundation for the prosperity of culture, and at the same time, culture becomes the driving force for economic development. In other words, the development of the two are complementary, so the economic globalization will inevitably bring about the cultural globalization. And the economic and cultural globalization will make the communication between countries become more and more frequent. With the increasing of international communication, people are more and more aware of the importance of understanding and experiencing different cultures. And the original exploratory, mandatory cultural exchanges has gradually transformed into active and diverse cultural exchanges. In cross-cultural communication, cultural output can further promote communication. Thus, it is the historical mission of contemporary Chinese people to communicate Chinese native culture and expand the cultural influence of ancient Chinese civilization.

III. THE IMPORTANCE OF ENGLISH TRANSLATION OF CHINESE CLASSICS TO CHINESE TRADITIONAL CULTURE COMMUNICATION

The Chinese nation has a long history. And the history of five thousand years of Chinese civilization is condensed into a variety of classic books, which has enriched the human culture and civilization. However, if China wants to keep an invincible position in the fierce international competition, the Chinese nation should attach special importance to external publicity and pay more attention to foreign translation (Shi, 2015).

Language is an important medium for cultural communication and cultural output, and translation is the most important and effective means for languages of different nations to communicate. Therefore, the translation activities in the new historical period are no doubt to be carried out under the background of cultural studies. The translation work, as a link to cross national and cross-cultural communication, is a necessary way of cultural transmission and is also the embodiment of a country's foreign exchange.

In the process of Chinese culture transmission, it can be found that every major progress in history can not be separated from translation. And every major cultural renaissance is always accompanied by the climax of translation. It has been proved in history that translation plays an important and unique role in the process of world civilization. If there is no translation activity, it is impossible to have cultural exchange. Needless to say, the nature of translation is cultural communication. Hence, in international communication, China must pay attention to the importance of translation.

Chinese cultural classics are an important carrier of Chinese culture and its English translation constitutes an important aspect of Chinese culture communication (Wang, 2013). Therefore, it is of special significance to translate the cultural classics of the Chinese nation systematically and accurately into foreign languages. It is the needs of the world's cultural exchanges and the development of the country's "soft power". Therefore, the translation of Chinese classics into English, which is an important way to spread Chinese culture, has become an important task for translators in China.

IV. THE ACHIEVEMENTS AND MAIN PROBLEMS OF ENGLISH TRANSLATION OF CHINESE CLASSICS

A. *The Achievements*

The translation of Chinese classics has reached its golden age in the first ten years of twenty-first century. And the achievements made in the translation of Chinese classics into English can be summarized as the following (Wang, 2012):

1. The status of English translation of Chinese classics has been rapidly raised.

After entering into the twenty-first century, the English translation of Chinese classics has been attached to great importance. In order to improve the quantity of the cultural output, China has initiated several different cultural transmission projects. Among them, one of the most influential projects is "Great Chinese Library" project, which systematically introduces the Chinese translation of ancient books to the world for the first time in Chinese history. The translation of classic books in this project includes literature, history, philosophy, economy, military, science and technology and so on. Trying to show the basic features of Chinese culture and brilliant achievements, the "Great Chinese Library" has undoubtedly become more and more far-reaching both at home and abroad (Wang, 2012).

2. The number of translation works is increasing year by year.

Since the new century, the number of English translation of Chinese classic works grows exponentially. And there are more and more Chinese classics translation academic monographs, textbooks and papers are published by domestic and foreign language publishing press and journals. At the same time, the English translation of Chinese classics research content is widely expanded, the research results are more and more abundant, and there are more and more interdisciplinary research (Yao, 2010). In addition, there are a number of studies on the translation of Chinese classics are listed into the Ministry of education and the National Social Science foundation projects. Needless to say, these achievements have played an important role in the translation of Chinese classics (Wang, 2012).

3. The number of people who are engaged in the English translation of Chinese classics has been increased.

With the start of cultural translation projects such as the "Great Chinese Library" project, the numbers of Chinese scholars who have joined the English translation of Chinese classics have been increasing. In the study of English translation of ancient books, the new situation of "theory and practice is closely integrated" is shown with the coming of the twenty-first century. In 2002, The Association of Comparative Studies of English and Chinese in China added a "Specialized Committee" to study the English translations of Chinese classics. It has held seven national classics translation seminars and has published five volumes of papers on the study of the English translation of Chinese classics. In 2001, Shantou University established the "Classics Translation Research Center"; Dalian University of Science and Engineering in 2003 established the "Dalian University of Science and Engineering Classics Translation Center" and at the same time it set up the relevant website; Suzhou University in 2012 established the "Classics Translation Research Center". Besides, many colleges and universities such as Nankai University, Suzhou University, Sichuan University, East China Normal University, Henan University, Dalian University of of Science and Engineering have enrolled a number of graduates and doctors to do research on Chinese classics translation (Wang, 2012).

B. *Main Problems*

Although the English translation of Chinese classics has achieved a lot, it still has a lot of problems that needs to be solved.

1. The translation selection is relatively simplex.

In view of the history of English translation of Chinese classics, the translators are mostly concentrated in classical literature. However, there are still a lot of non-literary classics and ancient books of ethnic minorities have not been translated into English. Therefore the translation of non-literary classics and ancient works of ethnic minorities should be strengthened. In view of the fact that most of the Chinese classical literature has been translated into English, it is necessary to expand the scope of English translation to the fields of Chinese classical law, medicine, economy, military, astronomy, geography, and other ethnic minorities. Only in this way can it be regarded to translate the Chinese classics into English completely (Wang, 2012).

2. Disconnection between theory and Practice

At present, the phenomenon of disconnection between theory and practice of Chinese classics translation is still serious. Professor Wang Rongpei in the "Classics Translation Study" (Fifth Edition) pointed out that most of the staff who work on the Chinese classics translation practice do not do theoretical research, and people who are busy with theoretical research are not engaged in translation practice. Now the authors of the translation theory articles are a number of graduate students and doctoral students of professional translation. Generally, they don't have practical translation practice. In addition, there is still a lack of systematic research on the standards and methods of English translation of Chinese classics (Wang, 2012).

3. Cooperation and exchanges needs to be strengthened.

The English translation of Chinese classics is composed of two parts, one is the overseas translator, and the other is the translator in China. At present, the translation works of overseas translators are mainly published abroad, and the other translator's translations are mainly distributed in China. In addition, scholars both at home and abroad lack regular and timely communication and cooperation, and lack comprehensive and accurate understanding of each other in the translation of Chinese classics (Wang, 2012).

4. Lacking of effective channels for foreign communication

Nowadays, the translation and the influence of the Chinese classics translated by Chinese translators are far more satisfactory. At present, the translated versions of Chinese classics are mostly for domestic readers and lack of effective channels to go abroad. Take the translation of "The Dream of Red Mansions" as an example, the majority of foreign readers are familiar with Hawkes's version, and fewer people will read the translation of Yang Xianyi (Wang, 2011). Therefore, we need to analyze the English translation of Chinese books in the English speaking world carefully, such as translation criteria and strategies, the initiator, the translator and the reader of the English translation of Chinese classics. Through the analysis, we can explore the most effective international channels for foreign communication (Wang, 2012).

5. Translation talents needs to be cultivated

At present, the staff who is specialized in English translation of Chinese classics are still few. In other words, there is an urgent need of translators and translation talents to introduce Chinese traditional culture. Besides, so far, almost all the colleges and universities in China, including foreign language colleges and universities, do not recognize the translation of foreign language teachers (He, 2012). Therefore, the young scholars are unwilling to engage in English translation of Chinese classics. At present, most of the senior experts who are engaged in the translation of Chinese classics have gradually entered the old age, while the middle-aged talents are seriously lacking (Wang, 2012).

V. DEVELOPING STRATEGIES OF CHINESE CLASSICS TRANSLATION FROM THE PERSPECTIVE OF CULTURAL COMMUNICATION

The problems of the translation of Chinese classics are realistic and need to be studied systematically and comprehensively. In view of the above problems, this part will put forward the developing strategies of Chinese classics translation from the perspective of cultural communication.

A. *Have a New Understanding of Chinese Culture and Its Classics and Formulate the Long-term Strategy of Foreign Promotion*

The transmission of Chinese culture, is not a simple language transformation of national culture. In the process of cultural communication, we should pay attention to the promotion of China's excellent culture and absorb the world's outstanding culture. The Chinese culture should have distinct personality and national characteristics so as to show the Chinese people's advantages of hard-working, courage, wisdom and justice. Therefore, we should have a new understanding of Chinese culture and its cultural classics. It is necessary to strengthen ties and communication between different disciplines in China and emphasize the exchange of ideas and information. Specifically, the so-called Chinese classics, should not only include literature, history and philosophy, but also it should be gradually expanded to include astronomy and geography, manufacturing technology, painting, calligraphy, art theory and other fields, such as landscape construction, customs and systems and so on (Zhang, 2013).

As we all know that "Chinese fever" in foreign countries has continued for many years. However, the increase of the number of people learning Chinese does not necessarily mean that the number of Chinese cultural and literary translation talents are increased. In Britain, for example, at present, only a few scholars, such as Lan Shiling, are really devoted to the translation of Chinese literature. In the process of communication between China and foreign countries,

the cultural deficit between Chinese and other major languages will continue. Therefore, the formulation of a long-term strategy for the promotion of Chinese culture will make the translation work in an orderly manner (Zhang, 2013).

B. Deepen the Subject of English Translation of Chinese Classics from the Perspective of Cultural Communication.

In order to promote the Chinese culture, we should arouse the Chinese and foreign people's identity of the outstanding of the Chinese cultural classics in theory. And then we should try to explore the communication strategy of Chinese cultural classics and find the international market for the translation of these classics and ultimately succeed in spreading the excellent Chinese culture (Wang, 2012).

In fact, it is very necessary to learn something from many western theories of translation, and to study the English translation of Chinese classics from various angles. At the same time, we should pay attention to the integration and balance of theoretical resources when we accept the views of different theoretical schools. Therefore, we should deepen the subject of English translation of Chinese classics. At the same time, we should create actively a systematic, practical, theoretical framework and evaluation system which is suitable for the translation of Chinese classics (Wang, 2012).

C. To Strengthen the Organization and Planning of the Translation of Ancient Books, and to Explore the Cooperation between China and Foreign Countries

We should give full play to the positive role of the functional departments of the state, the editorial departments of the press and the departments of translation studies, and strengthen the unity and coordination to achieve greater achievements.

In addition, the other academic research organizations and social organizations can also exert their roles in classics translation. For example, the "Chinese Institute for Comparative Studies of English and Chinese" added the "Chinese Classics Translation Studies Discipline Committee", and the chairman Pan Wenguo is actively involved in organizing the translation of classics conference. Up to now, the "National Academic Conference on English Translation of Chinese Classics" has been held many times. Of course, the role of the individual experts and scholars and translators such as Xu Yuanhong, Wang Rongpei, Wang Baotong and Zhuo Zhenying can not be underestimated. They have made a lot of translation practice and research and should continue to play a leading role in their translation (Zhang, 2013).

The importance of Chinese and foreign cooperation is particularly prominent in the audience of foreign translation works. This cooperation can be multifaceted. First of all, people can join hands with the mainstream press in Europe and the United States if opportunities are available. Secondly, it is proposed to set up a special fund to support the scholars who undertake the project of foreign translation to study in the Western Sinology institutions and seek cooperation with foreign scholars. Thirdly, we should attract foreign scholars to participate in the translation of Chinese works (Zhang, 2013).

D. Strengthen the Discipline Construction of the Translation of Ancient Books and the Cultivation of Translation Talents and Improve the Quality of Translation

The current situation of English translation of Chinese classics is not optimistic, and the cultivation of Chinese English translation of Chinese classics is far behind the needs of social development and cultural exchange. Therefore, to speed up the construction of the subject of English translation of Chinese classics, and to cultivate high-quality talents for the translation of Chinese classics into English, has become a top priority in the development of the English translation of Chinese classics. In view of this, this paper will put forward some suggestions on the cultivation of English translation of Chinese classics from the aspects of curriculum setting, textbook construction, teacher training and teaching materials.

1. Curriculum setting

The translators who are engaged in English translation of Chinese classics should be highly qualified. In addition to having comprehensive English knowledge, the translators should also have high academic attainments, encyclopedic knowledge, and be familiar with Chinese philosophy, history, sociology, cultural studies, folklore, religion, art, classical literary theory and so on. The special requirements for the English translation of Chinese classics translators means that the cultivation of classics translation talents is a long and arduous project. Therefore, the establishment of reasonable training system and curriculum setting is directly related to the knowledge structure of talents and training quality (Cao, 2013).

There are some suggestions for English translation of Chinese classics curriculum setting.

First, undergraduate students who are interested and determined to engage in Chinese classics translation should be chosen as majors of English translation of Chinese classics. The curriculum should be made specially for them. For example, these students should know the basic theory of translation and master the strategy and standard of classics translation. At the same time, they should have some translation practice, which can lay a solid foundation for their further study and practice. In addition, universities should guide students to study many elective courses such as ancient Chinese text, history, philosophy, law and other related courses in science, etc (Cao, 2013).

Second, as for the cultivation of postgraduate students, the curriculum should be expanded in study contents, theories and methods. Especially, the translation theory and research methodology of the study should be strengthened, and translation theory research ability and the quality of classics translation practice should be improved. When it comes to elective courses, linguistics and literary theory, such as semantics, pragmatics, rhetoric, stylistics, literary criticism, and

other related disciplines such as literature, logic, aesthetics and philosophy should be taken. In view of the fact that the English translation of Chinese classics is a highly practical subject, the translation practice should be given special attention (Cao, 2013).

2. Textbook construction

The textbook is the main content and important basis for the quality of teaching. Therefore, textbook construction plays a vital role in discipline construction. Unfortunately, the current construction of the English translation of Chinese classics teaching material is still in its infancy. There are few published classics translation textbook, which can not meet the multi-level classics translation talent training and discipline construction needs. Therefore, it is necessary to develop the teaching syllabus for the English translation of Chinese classics as soon as possible and establish relevant teaching materials evaluation system. Furthermore, the construction of teaching materials should be actively carried out (Cao, 2013).

3. Teacher training

Teacher is the undertaker of the teaching task, the executor of the syllabus, and the implementor of the goal of training talents. Therefore, the training of teachers is a necessary prerequisite and important content for the construction of the discipline.

As for the training of Chinese classics translation teachers, there are two suggestions to follow: first of all, the classics translation teachers should have a passion for the translation of classical Chinese teaching and research career and are able to resist the materials temptation consciously; Secondly, the classics translation teachers should strengthen their theoretical study, improve their theoretical attainments and improve their knowledge structure (Cao, 2013).

As far as the external environment is concerned, it is necessary to create good conditions for the cultivation of English translation of Chinese classics teachers. First, the translation of classics subject and academic status should be given sufficient attention, and preferential policies on teaching and research of English translation of Chinese classics should be given and the classics translation research project should be encouraged and supported. In that case, the classics translation teachers and researchers can feel at ease in their teaching and scientific research. Secondly, we should create a good academic atmosphere for the teaching and research of English translation of Chinese classics. The continuous success of the symposium on the translation of ancient Chinese classics has provided an important platform for the study of the English translation of Chinese classics. In contrast, the teaching research on the translation of Chinese classics, such as the seminar, senior seminar, salon, and excellent courses, is still lagging behind. Thirdly, teachers should be provided with more opportunities for academic and non-academic education so that their professional and academic ability can be improved (Cao, 2013).

VI. CONCLUSION

As an important carrier of Chinese culture, Chinese cultural classics play a vital role in Chinese history. Nowadays, the translation of Chinese cultural classics has attracted special attention of the country and Chinese people. Therefore, this paper analyzes the Chinese cultural classics translation from the perspective of cultural communication, hoping to promote the communication of Chinese traditional culture in a reasonable way.

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A Contrastive Study of the Use of Politeness Strategies in Disagreement among Characters with Different Power Relations in English and Farsi Novels

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Abstract—In order to communicate properly in a language, it is essential to understand how the meaning, not just the physical words and grammatical rules, are conveyed in that language by learning its pragmatic rules. One way of achieving this is to study the use of speech acts in that particular language and the strategies used to keep the conversations as harmonious and conflict-avoiding as possible. The present study using a mixed-method design, tries to investigate the use of face saving strategies proposed by Brown and Levinson (1987), among the interlocutors with different power relations when using the speech act of disagreement, in English and Farsi novels. This speech act is applied differently with addressee's of different power status, being more indirect as the power status of the addressee gets higher than that of the speaker. Five English novels written by English authors were compared with five novels written by Iranian authors to detect the contexts in which the characters use the speech act of disagreement and employ politeness strategies to soften its threatening effects. To analyze different types of disagreement, the taxonomy proposed by Rees-Miller (2000) was employed. The frequency of their use by the characters and their percentages were manually calculated. The findings showed that in contrast to their different cultures, the interlocutors of the two languages performed almost equally when using this speech act and the differences were mostly in employment of politeness strategies. The results will probably lead to some understandings about pragmatic rules governing the two languages.

Index Terms—pragmatics, politeness strategies, power relation, disagreement, individualistic and collectivistic culture

I. INTRODUCTION

One of the main concerns of learning a language is to learn beyond the physical forms of the words or the grammatical rules of that particular language, to learn how to interact and make your point understandable without breaking the cultural rules or appearing rude. As the world moves toward more communication and interaction and as beyond borders travels increase, mastering these pragmatic rules of the language of the country which one intends to travel to, becomes a crucial prerequisite. Native speakers of every language are familiar with the rules underlying the appropriate use of the language. All languages have some universal pragmatic rules which the learners can transfer from their second or foreign language. However, for non-native speakers trying to learn a language for communication, it is not the case that transferring each and every pragmatic rule from their mother language will help them communicate effectively in the other language. There are culture-specific pragmatic rules, which are determined and truly interpreted by the possessors of that specific language and culture. These are cross-cultural pragmatics that not being aware of them may probably lead to misinterpretation and finally communication breakdowns.

Since English is considered a foreign language in Iran, finding suitable and original English contexts and native speakers might be a serious problem for learners who want to master this language for the sake of communication. To overcome or at least partially improve this case, Iranian EFL learners are better to be exposed to the written works, here novels, of the native speakers of English. These written works might provide them partially with what cannot be provided by other things due to the lack of enough contexts. The pragmatic rules presented in them might reflect the cultures of the authors and will probably add to their pragmatic and communicative knowledge of the target language. To approach this issue, the present study, generally, attempts to investigate some fiction books written by native speakers of two languages, in terms of the characters' use of politeness strategies when interacting with other characters in the novels with different power status which lead to some variations in the choice of the type of speech acts and direct or indirect way of uttering them. It also attempts to compare the data obtained from each to detect the areas of difference.

II. REVIEW OF THE LITERATURE

Theoretical Background

Nowadays, taking into consideration the researches, the issue of pragmatics and generally communication, have received great attention in the theories and, to some extent, practices of language teaching and learning. In recent years, the relevance of pragmatics has become increasingly clear to applied linguists (Levinson, 1983). By taking into consideration his theory of communicative competence, Hymes (1971) believes that in order to achieve communicative goals, second language learners must learn to speak not only accurately, but also appropriately. Morris (1938, p. 6) states that, "pragmatics is thought of as the relation of signs to those who interpret the signs, the users of language". However, as Mey (2006) mentions in his article:

"the user is not thought of here as an isolated individual, but as a social animal in the Aristotelian sense: a being that is dependent on the context in which she or he lives, but at the same time is able to interact with and change that context through the use of signs - read: human language and other human communicative means" (p. 786).

There are several theories existing under the umbrella of pragmatics one of which is the speech act theory which is one of the main concerns of this research. This theory which was first proposed by Austin (1962) makes the issue of pragmatics more concrete. According to this theory, there are a number of actions which we can do by the help of words. In other words, while we utter speech, we perform actions as well, such as when promising, requesting, apologizing, ordering, declaring, etc. Using some of these speech acts directly might have negative effects on the part of speaker or hearer and could make them appear rude and inconsiderate (e.g. ordering, refusing, rejecting).

Most people in order not to bother others and also with respect to others' social and power status, try to use softened versions of these threatening speech acts by uttering them indirectly. In other words, they try to be as polite as possible by saying what can be said in a direct way, indirectly. This leads to the issue of indirect speech acts which was first proposed by Searle (1976). In technical terms, direct speech acts should be accompanied by mitigating or softening devices to reduce or weaken the amount of imposition put upon the hearer's face. The word 'face' here is referred to as the public self-image of someone.

The issue of politeness is also one of the important issues within the branch of pragmatics. It is the expression of the speakers' intention to mitigate face threats carried by certain face threatening acts toward another (Mills, 2003). There are several theories concerning the issue of politeness (Lakoff (1973), Fraser and Nolen (1981), Leech (1983), Arndt and Janney (1985), Brown and Levinson (1987), Ide (1989), Gu (1990), Blum-Kulka (1987, 1990, 1992), and Watts (2003)); however, Brown and Levinson's theory is more frequently and outstandingly used by the researchers conducting researches in the field, than other theories.

Politeness is a familiar concept in every language and culture, making it a universal concept. In their politeness theory, Brown and Levinson (1987), introduce the concept of 'face', which is one's image of self and was first proposed by Goffman (1967). They distinguish two types of face: positive face which is the need of a person to be accepted by others and negative face which is the need to be free from imposition. Any acts which damage the face of the addressee or the speaker by acting in opposition to the wants and desires of the other is named by Brown and Levinson (1987) as Face Threatening Acts (FTAs). The speech act of disagreement which will be investigated in this study, is also a face threatening speech act which is defined as having an opposing viewpoint in relation to the viewpoint of speaker and expressing it using the language. It is a face threatening act since a speaker is imposing his/her will on the hearer (Brown & Levinson, 1987).

According to Kasper (1997) as cited in Azarmi and Behnam (2012, p. 78), to start with the pragmatic universals, learners know that conversations follow particular organizational principles, participants have to take turns at talk, and that conversations and other speech events have specific internal structures. But the question is, are all the pragmatic rules the same in all languages and cultures? Can learners of a certain language comfortably interact with the native speakers of that language simply by relying on their grammatical knowledge of the language and pragmatic knowledge (specifically politeness rules) transferred from their mother tongue? Of course not. Different languages possess different cultures which have various characteristics that will certainly have significant effects on the use of these pragmatic rules. In other words, what is regarded as polite in one language and culture, might not be realized polite and can even be rude in other language and culture. In the present paper, the languages will be investigated in terms of possessing individualistic or collectivistic cultures, which are defined by Hofstede (1980) as two different terms that are used to decide whether a certain culture emphasizes 'self' or 'group'.

This pragmatic difference might also reflect on the writings of the speakers of these languages as well. Therefore the written documents of the native speakers of a certain language might somehow be a good alternative for people interested in studying their pragmatic rules, who don't have personal access to the native speakers. By studying and comparing the written works of the native speakers of different languages such as journalists, authors, novelists, etc., which possess different cultures, one can decide about whether these people transfer the pragmatic rules of their native language to their writings or not and also detect the parts in which the native speakers of these languages perform differently.

Limited number of studies have been conducted on the speech act of disagreement by researchers in comparison to other speech acts. These studies mostly deal with the performance of different proficiency levels (Behnam and Niroomand (2011), Norouzi (2015)), the effect of power relations on expressions of disagreements (Liu (2004),

Behnam and Niroomand (2011)), gender-based performance of disagreement (Parvaresh and Eslami Rasekh (2009), Mehregan et al. (2013), Heidari, Eslami-Rasekh and Simin (2014)), the influence of context on the use of disagreement (Rees-Miller (2000), Ghafar Samar, Abaszadeh and Pourmohammadi (2013), Norouzi (2015)), or the comparison of the users of two language in employing this speech act (Beebe and Takahashi (1989), Guodong and Jing (2005), Nguyen (2009)).

Beebe and Takahashi (1989) conducted a study on American and Japanese performance of face-threatening speech acts in English, specially the speech act of disagreement, taking into consideration the status of interlocutors. The study demonstrated that the Japanese use more explicit criticisms when disagreeing with lower-status interlocutors than the Americans. On the other hand, the Americans used more positive remarks, softening devices, and fewer explicit criticisms than the Japanese when disagreeing with higher-status interlocutors. The results demonstrated generally that, the Japanese are more direct and explicit when disagreeing than the Americans.

Doğançay-Aktuna and Kamlı (1996) investigated discourse strategies that interlocutors with different status use in expressing disagreement. They also compared and contrasted the discourse strategies which were used by native speakers of Turkish and American English in the same speech event. The results revealed that in contrast to the Turkish workplace in which status difference was not an important factor, it was very important in American workplace. Americans also were more careful than Turks in using politeness strategies and positive statements in order to mitigate the threat caused by the use of the speech act of disagreement. Generally, in their study, Doğançay-Aktuna and Kamlı showed that Americans, in this study, are more respectful for the face-wants and status of the opposite part when disagreeing with him/her than Turks.

The study by Guodong and Jing (2005) is a contrastive study on disagreement strategies for politeness between American English and Mandarin Chinese. Five scenarios for disagreement were devised for college students in USA and Chinese mainland to fill in what they would say when they disagree with the higher-status, peers and the lower-status. The findings revealed that, when disagreeing with the superior, Chinese students employ more politeness strategies and address forms than the American students do. In the case of peers, with the increase of social distance, both the American and Chinese students apply less and less politeness strategies. Positive correlation was found between the rates of disagreement and the change of the social distance for the Chinese students while negative correlation for the American students. When disagreeing with the sister, the Chinese males use the least politeness strategies in comparison to the Chinese females who use the most politeness strategies. Generally, female students use more politeness strategies than male subjects.

Chen (2006) aimed, in his article, to investigate how Chinese EFL learners perform the speech act of disagreement in English by comparing data from four groups of speakers, including 60 native speakers of Chinese, 60 native speakers of English, 30 EFL-low proficiency speakers, and 30 EFL-high proficiency speakers. The speakers' language performance in relation to several contextual factors, was examined as well. The data revealed that the Chinese speakers avoided disagreement more often while the English speakers frequently used direct disagreement using softening devices. It was also found that cultural difference in distinction between in-group and out-group signified differences in language performance when the speakers were disagreeing with the interlocutor at the longest distance.

Another study conducted by Johnson (2006), compares the use of the speech acts of agreement and disagreement by speakers from two different cultural groups: London's British West African community and its mainstream British white community. The findings demonstrate that the British West Africans mostly favor a conversational style which emphasizes 'involvement' and is consisted of turn finishing, overlapping speech and etc. during disagreement, but the conversational style of the British Whites mostly tend towards a more 'considerate' style which has no imposition on the interlocutors such as hesitancy, etc. In other words, the BWAs are more tolerant for direct and explicit disagreement than the BWs, who mostly avoid to disagree directly in order not to ruin the harmony of their relationships.

In her article "I'm Not Agree with You", Kreutel (2007) investigate ESL Learners' Expressions of Disagreement. The data were gathered from 27 ESL learners using Discourse Completion Tests, then it was compared to that of 27 native speakers of American English. The desirable and undesirable features of disagreement each containing six subcategories were selected as the framework of analysis for this study. According to the results, the non-native speakers used mitigating devices less frequently than native speakers. However, they were also resorted to undesirable features. The findings of this study demonstrated that high lexico-grammatical proficiency does not necessarily lead to high pragmatic competence.

Nguyen (2009), in her paper, "Politeness Strategies in Showing Disagreement in Group Work" compared and contrasted Vietnamese and American undergraduate students' performance. The relationship between respondents was the same because the participants in her study were all undergraduate students. According to the results, both of the two groups of respondents prefer using non-conflicting disagreement strategies than conflicting ones and they mostly express their disagreement in a non-threatening way with the assumption that if they show their disagreement aggressively, the group's relationship will be broken. The data revealed that, the male respondents of both groups tend to be more direct than the female respondents. It further revealed that the American respondents tend to be more indirect and less aggressive than the Vietnamese respondents and are more careful to save the face of their interlocutor and do their face threatening act using off-record strategy.

A study also done by Behnam and Niroomand (2011), investigates the ways power relations influence politeness strategies in disagreement. To accomplish this, a discourse completion test (DCT), which consisted of five scenarios in which the subjects were supposed to disagree with two higher statuses, two with peers, and one with a lower status, was completed by 40 Iranian EFL learners, in a university setting. The participants were placed at two different levels (intermediate and upper-intermediate) based on their score on a proficiency test. The results of the study investigated that, with increasing proficiency level, learners' use of direct, bald-on record way of disagreeing decreases and indirect, off-record way of disagreeing increases. The answers to the research questions provided that power status of people have strong effects on learners of both groups' choice of politeness strategies, the students in both groups made use of same strategies with different frequencies, and that the learners in higher level are more careful about the face wants of their interlocutors.

The study conducted by Ghafar Samar et al. (2013) investigates the expression of disagreement by Iranian advanced English learners including 26 male and female interlocutors in language institute, home environment and university setting. The results showed that the interlocutors move toward more aggravated way of disagreement as the setting changes from language institute to university setting, suggesting that the use of a certain speech act, cannot be investigated without a certain context.

Patrawut (2014) examines the use of politeness strategies by native speakers of Thai (NT) and Canadian English (NE) in disagreement among the student and lecturer in the classroom context. To collect data, the classrooms were videotaped for three hours every week for ten continuing weeks. According to the findings, the NT and the NE use different politeness strategies in different ways when expressing their disagreement to the lecturer. Having a collectivist culture, the NTs disagree with their lecturer in less quantity than the NEs with an individualist culture. The NT normally redress their politeness strategy and mostly realize the strategies verbally, but the NE usually aggravate the politeness strategy in the subsequent turns and realize their strategy non-verbally.

Norouzi (2015), in her paper, investigated the influence of politeness strategies in different disagreement situations by Iranian EFL learners of intermediate and advanced levels. The sample involved 50 Iranian students that were equally divided into intermediate and advance group. A Discourse completion Test (DCT), which consisted of five situations in which the students were supposed to express their disagreement, was applied. To analyze the utterances of disagreement, the taxonomy of Muntigl and Turnbull (1995) was employed. The results demonstrated that, intermediate and advance learners use the same type of strategies, however, they differ in the type and frequency of use of these strategies and that correct use of these strategies mostly depend on the linguistic and especially pragmatic knowledge of the learners.

Bavarsad, Eslami-Rasekh and Simin (2015), in their study, tried to investigate the ways in which Persian EFL learners and American native English speakers express disagreements with peoples of different power status. 140 participants (100 Persian EFL learners and 40 American native English speakers) were randomly selected from among undergraduate and graduate students of University of Isfahan and Islamic Azad University (Najafabad branch) majored in English and from Concordia University in Ann Arbor, Michigan. Students were supposed to complete a DCT which presented nine situations in which the students had to express their disagreement with people of different power status. By employing Muntigl and Turnbull's taxonomy (1998), the results revealed that both nationalities were careful about using appropriate politeness strategies which matched the status of the interlocutors; However, Persian EFL learners were more careful and cautious than Americans in doing this.

Even though these studies have investigated the use of the speech act of disagreement by the students or learners of different languages, and in some cases have compared them with the performance of the native speakers, little or maybe no studies have been carried out which compares the written works, novels, of the speakers of two languages (here English and Farsi), in terms of the use of this speech act and employment of politeness strategies and generally investigating their pragmatic differences.

Most of the studies mentioned above, examined the use of disagreement and the politeness strategies employed to soften its threatening effect, by EFL, ESL learners or the native speakers of those languages. In some cases, they have also compared the learners' performance by that of the native speakers. The instrument mostly used by the researchers was discourse completion test (DCT) and the data gathered were mostly elicited.

The purpose of the present study is to investigate the use of these two speech acts (disagreement and refusal) in the writings of the native speakers of English and Farsi. It aims to examine how the politeness strategies used by the novelists which are reflected in the conversations among the characters, are different among the characters when talking to a character of different power or social status and also how they are different among the two different languages (English and Farsi). To state it more specifically, the current research attempts to answer the following research questions:

RQ1) What disagreement strategies are mostly employed in English and Farsi novels?

RQ2) What types of disagreement the characters with different power relations mostly use in English and Farsi novels?

RQ3) What politeness strategies do the characters in both languages employ in order to soften the impact of the speech act on the interlocutors' face?

RQ4) To what extend the differences in the culture of each language (in terms of being individualist or collectivist) are reflected on the employment of politeness strategies by characters in the novels?

III. METHOD

A. Design of the Study

The design of the present study is both qualitative and quantitative. This is because, the sentences in the novels were analyzed qualitatively in order to detect the places in which the speech act of disagreement was used and the politeness strategies employed, and the characters using this speech act were identified in terms of whether they had higher, lower or equal power status in relation to the addressee and the data obtained were presented quantitatively in numbers by calculating the frequency of their use and their percentages.

B. Materials

Five English and five Farsi novels with modern writing style, the authors of which were the native speakers of English and Farsi, were chosen. Since the issue of gender was not considered as a variable in this study, the novels were not chosen in a way that their authors are equal in number in terms of male and female.

The English novels are:

- "The Sound and the Fury" by William Faulkner
- "The Lovely Bones" by Alice Sebold
- "The Great Gatsby" by F. Scott Fitzgerald
- "The catcher in the Rye" by J.D. Salinger
- "1984" by George Orwell

The Farsi novels also are:

- "Savushun" by Simin Daneshvar
- "Symphony of the Dead" by Abbas Maroufi
- "The Colonel" by Mahmoud Dowlatabadi
- "I Will Turn off the Lights" by Zoya Pirzad
- "Her Eyes" by Bozorg Alavi

C. Sampling

The novels were chosen concerning their date of composition. An attempt was made in order to choose novels that were written in modern styles so that the pragmatic features which were going to be investigated, do not have significant discrepancies with the features that are used by the native speakers of the two languages who use the languages in present era.

D. Procedures

First of all, the novels were read and the parts in which the characters disagreed with other characters were detected and underlined. Then all of the underlined sentences were written down on separate sheets of paper and each sentence in the novels which contained an act of disagreeing, were categorized using the taxonomy proposed by Rees-Miller (2000). In order to analyze the data, the frequency of occurrence of every type of the two speech acts under investigation was counted and transferred into percentages in order for the data to be more comprehensible. They were presented in separate tables and figures for each speech act. Next, to compare the two languages in terms of using these target features and also in order to assess their relationship, the categories were taken into consideration regarding their frequency of use and also percentages. The frequency of the use of different types of disagreement by characters as speakers, with different power relations from that of the addressee or hearer ($S > H$, $S = H$, $S < H$) were also calculated and analyzed. This was done in order to investigate whether different levels of power status will influence the choice of certain ways of expressing disagreement or not. Finally, categorized speech act types used by the characters in the novels, were also classified into Brown and Levinson's (1987) four politeness strategies: 1. Bald-on record, 2. Positive politeness, 3. Negative politeness, and 4. Off-record. And the frequency of use of these politeness strategies in each novel by characters with different power relations and their percentages were also presented in separate tables and figures, and were compared.

E. Categories of Analysis

The taxonomy proposed by Rees-Miller (2000) was used as framework of analysis for categorizing and analyzing the speech act of disagreement. The taxonomy contains three macro categories which include several subcategories:

1. Softened disagreement:
 - a. Positive politeness (positive comment, humor, inclusive first person, partial agreement.)
 - b. Negative politeness (questions, I think/I don't know, down-toners (maybe, sort of), verbs of uncertainty (seems))
2. Disagreement not softened or strengthened:
 - a. Contradictory statement
 - b. Verbal shadowing
3. Aggravated disagreement:
 - a. Rhetorical questions,
 - b. Intensifiers

- c. Personal, accusatory you
- d. Judgmental vocabulary

To investigate the politeness strategies and rules employed when using the speech act of disagreement, Brown and Levinson's (1987) four politeness strategies were used as framework of analysis:

1. Bald-on record strategies, which are more direct ways of expressing something.
2. Positive politeness strategies, which are used to soften the impact of the damage by the use of a face threatening speech act to the addressee's positive face by emphasizing closeness between speaker and hearer.
3. Negative politeness strategies, which are used to soften the impact of the damage by the use of a face threatening speech act to the addressee's negative face by emphasizing the hearer's freedom of action.
4. Off-record strategies, which are indirect ways of using a speech act so as to save the addressee's face.

They were also some types of use of these speech acts in which no politeness strategies were used and which were used in aggravated and risky ways. They were named as 'high risk of FTA'.

IV. RESULTS

A. Types of Disagreement Used in English and Farsi Novels

The data gathered from the five English and five Farsi novels concerning the speech act of disagreement, were classified according to the taxonomy of Rees-Miller (2000). Tables I and II present the percentages of the use of this speech act in English and Farsi novels. Fig. 1 also comparatively represents the data presented in the two tables.

In order to answer the first research question: "What disagreement strategies are mostly employed in English and Farsi novels?", we refer to table I which presents the percentages of the use of the speech act of disagreement in all five English novels and table II which provides the same information for the five Farsi novels.

TABLE I.
TYPES OF DISAGREEMENT USED IN ENGLISH NOVELS

Types of disagreement		Frequencies (Percentages)	
Softened disagreement	Positive politeness	1 (0.59%)	11 (6.58%)
	Negative politeness	10 (5.98%)	
Disagreement not softened or strengthened	Contradictory statement	134 (80.23%)	139 (83.23%)
	Verbal shadowing	5 (2.99%)	
Aggravated disagreement	Rhetorical questions	4 (2.39%)	17 (10.17%)
	Intensifiers	-	
	Personal, accusatory you,	3 (1.79%)	
	Judgmental vocabulary	10 (5.98%)	
		Total: 167 (100%)	

As indicated in the table, almost all types of disagreement are used in the whole English novels except 'intensifiers'. According to the percentages presented, 'contradictory statement' which is a subcategory of 'disagreement not softened or strengthened', has highest percentage of use (80.23%) in comparison to the rest and 'positive politeness', a subcategory of 'softened disagreement', has the lowest percentage (0.59%) and is used the least. 'Negative politeness' and 'judgmental vocabulary' have the second highest percentages; however, the value of their percentage is low (5.98%). The rest are somehow in equal and low range of percentages (2.99%, 2.39%, and 1.79%) and are used in limited numbers in the English novels. If we take into consideration the larger categories including, 'softened disagreement', 'disagreement not softened or strengthened' and 'aggravated disagreement', we will see that 'disagreement not softened or strengthened' is the most frequently used category by English characters (83.23%). Aggravated and softened disagreement stands next.

TABLE II.
TYPES OF DISAGREEMENT USED IN FARSI NOVELS

Types of disagreement		Frequencies (Percentages)	
Softened disagreement	Positive politeness	8 (6.83%)	15 (12.82%)
	Negative politeness	7 (5.98%)	
Disagreement not softened or strengthened	Contradictory statement	86 (73.5%)	86 (73.5%)
	Verbal shadowing	-	
Aggravated disagreement	Rhetorical questions	12 (10.25%)	16 (13.67%)
	Intensifiers	-	
	Personal, accusatory you,	3 (2.56%)	
	Judgmental vocabulary	1 (0.85%)	
		Total: 117 (100%)	

According to the table, 'verbal shadowing' and 'intensifiers' are two types not used in the Farsi novels. Like in English novels, 'contradictory statement' has the highest frequency of use (73.5%) in Farsi novels as well. 'Judgmental vocabulary' has the lowest percentage (0.85%) in comparison to the rest, which is used only one time. 'Rhetorical questions' has the second highest percentage (10.25%). Generally, as shown in the last column of the table, similar to

English novels, disagreements that are not softened or strengthened have the most frequency of use in Farsi novels as well (73.5%).

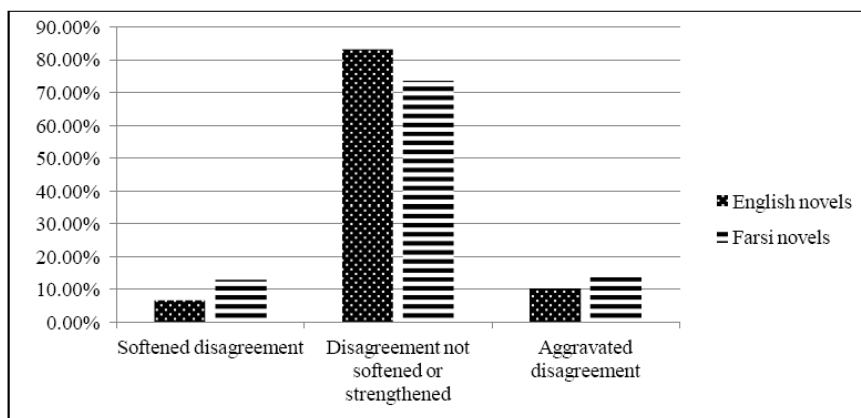


Figure 1. Types of disagreement used in English and Farsi novels.

Fig. 1 gives a general and comparative view of the use of the disagreement types in both English and Farsi novels. As it is obviously illustrated in the figure, 'disagreement not softened or strengthened' is the most frequently used type by the novels of both languages. As shown in the figure, this type is used by characters in English novels more than characters in Farsi novels.

B. Types of Disagreement Used by Characters with Different Power Relations in English and Farsi Novels

As was mentioned before, disagreement is a speech act in which, one proposes an opposing view point from that of the speaker. Since by disagreeing, one imposes his view point on the other, it is a face threatening speech act which mostly threatens the speaker's positive face by overlooking his views and desires. The power status of the interlocutors when using such a face-threatening speech act, plays an important role and decides for the level of threat put upon the requester's face.

In this section, we try to answer the second research question which asks: "What types of disagreement the characters with different power relations mostly use in English and Farsi novels?" The power status of the characters were identified in relation to other characters in each novel. It is important to mention that the context in which the actions occurred in the novels and the style of sentences the characters used, also decided for the choice of the power status of each. Fig. 2 and Fig. 3, show the use of disagreement types by characters in English and Farsi novels who disagreed with characters with higher-level ($S > H$), equal-level ($S = H$), and lower-level ($S < H$) of power status. Tables III and IV represent the exact frequencies and percentages obtained. It is also worthy to note here that the capital letter 'S' used in tables III and IV, and Fig. 2 and Fig. 3, indicates the speaker which refers to characters who perform the act of disagreeing, and the capital letter 'H' indicates the hearer with whose viewpoint the speaker disagrees.

TABLE III.
TYPES OF DISAGREEMENT USED BY CHARACTERS WITH DIFFERENT POWER RELATIONS IN THE ENGLISH NOVELS

Types of Power relations \ Types of disagreement	Softened disagreement		Disagreement not softened or strengthened		Aggravated disagreement			
	Positive politeness	Negative politeness	Contradictory statement	Verbal shadowing	Rhetorical questions	Intensifiers	Personal, accusatory you	Judgmental vocabulary
* $S > H$	-	3(1.79%)	57(34.13%)	5(2.99%)	2(1.19%)	-	1(0.59%)	6(3.59%)
	3 (1.79%)		62 (37.12%)		9 (5.38%)			
$S = H$	-	2(1.19%)	19(11.37%)	-	2(1.19%)	-	-	-
	2 (1.19%)		19 (11.37%)		2 (1.19%)			
$S < H$	1(0.59%)	5(2.99%)	58(34.73%)	-	-	-	2(1.19%)	4(2.39%)
	6 (3.59%)		58 (34.73%)		6 (3.59%)			

* S: Speaker (the one who disagrees), H: Hearer (the one who is disagreed with).

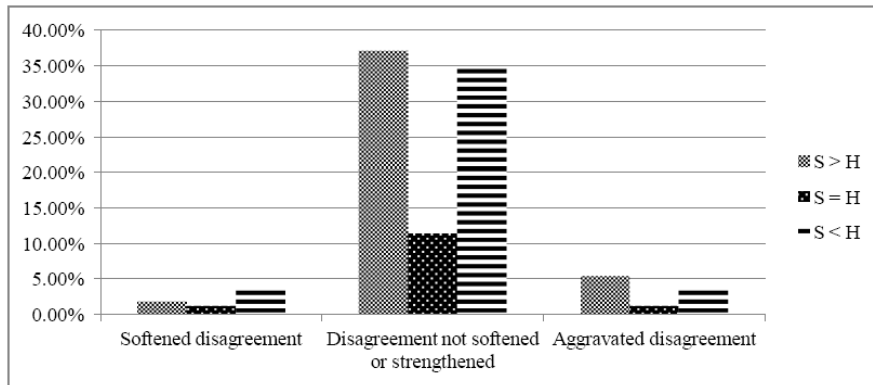


Figure 2. Types of disagreement used by characters with different power relations in the English novels

According to the table III, the most frequently used type by the speakers in higher, equal and lower position from the hearer in English novels, is 'contradictory statement' which is a subcategory of 'disagreement not softened or strengthened'. Characters of higher and lower power status, have somehow used this type equally (34.13% ~ 34.73%). This speech act type, as was mention in previous section, was the most frequently used type of disagreement in Farsi novels as well. In other words, disagreement types which were not softened or strengthened, where mostly used by three levels of power relations. 'Aggravated disagreement' were mostly employed by characters with higher level of power status.

To repeat what was said, Fig. 2 also clearly and concretely illustrates that disagreements that are not softened or strengthened, are used much more than other categories by the characters in all three power relation groups in English novels, especially characters in higher and lower position.

TABLE IV.
TYPES OF DISAGREEMENT USED BY CHARACTERS WITH DIFFERENT POWER RELATIONS IN THE FARSI NOVELS

Types of disagreement Power relations	Softened disagreement		Disagreement not softened or strengthened		Aggravated disagreement			
	Positive politeness	Negative politeness	Contradictory statement	Verbal shadowing	Rhetorical questions	Intensifiers	Personal, accusatory you	Judgmental vocabulary
S > H	3(2.56%)	3(2.56%)	29(24.78%)	-	7(5.98%)	-	2(1.7%)	1(0.85%)
S = H	-	-	5(4.27%)	-	-	-	-	-
S < H	5(4.27%)	4(3.41%)	52(44.44%)	-	5(4.27%)	-	1(0.85%)	-
	6 (5.12%)		29 (24.78%)		10 (8.54%)			
	-		5 (4.27%)		-			
	9 (7.69%)		52 (44.44%)		6 (5.12%)			

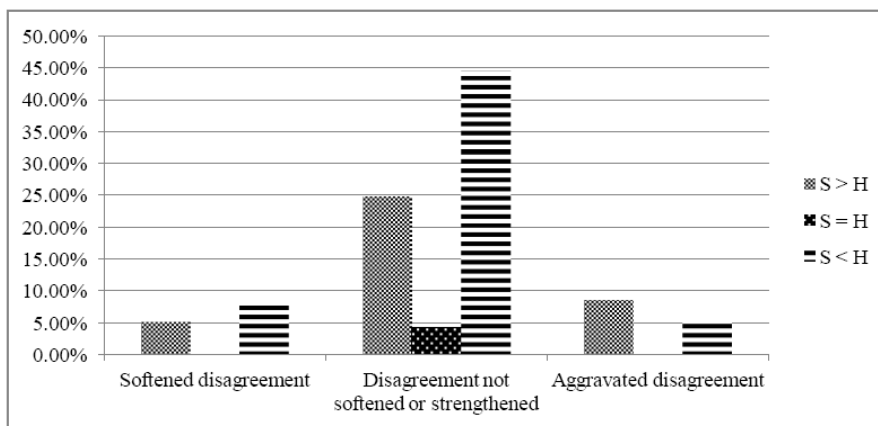


Figure 3. Types of disagreement used by characters with different power relations in the Farsi novels.

Similar to the English novels, 'contradictory statement' also was frequently used by the characters of different power status from the requesters (<, =, >) in English novels (table IV). However, it might not be suitable to say this about the characters with equal power status because, 'contradictory statement' was the only type they had used. Characters with lower power status of their interlocutors, have used this category more frequently than other characters (44.44%). As table indicates, characters in both higher and lower position or power, employed 'Disagreement not softened or strengthened' most frequently than other types.

As with Fig. 2, which illustrated the case for the English novels, Fig. 3 also demonstrates that like English novels, in Farsi novels 'disagreements not softened or strengthened' were mostly preferred by the characters, however, as can be

understood by paying attention to the two figures, in contrast to English novels, in Farsi novels this type was mostly used by characters with lower power status.

C. Politeness Strategies Used by Characters with Different Power Relations in Disagreement

Since there existed power or position inconsistency among the characters in the novels, and the speech act of disagreement used was face threatening acts (FTAs), there were evidence in the novels, of the attempt made by characters who used this speech act, to mitigate or soften its threatening effect.

This section is also an answer to the third research question: "What politeness strategies do the characters in both languages employ in order to soften the impact of the speech act on the interlocutors' face?" Disagreement mostly threatens the addressee's positive face and attempts should be made by the speaker in order to soften its threatening effects.

Even though Rees-Miller (2000) believes that speech act of disagreement can threaten both positive and negative face of the addressee depending on the context and the attitudes of the interlocutors, due to the fact that the context has not been totally considered as a variable in this study, when analyzing politeness strategies we mostly adhere to Brown and Levinson's (1987) politeness strategies. Brown and Levinson's (1987) four politeness strategies: 1. Bald-on record, 2. Positive politeness, 3. Negative politeness, and 4. Off-record, will be briefly discussed by considering the tables V and VI and Fig. 4 and Fig. 5. As was mentioned above, these tables and figures also present the power relations of characters. The interlocutors' power relation is an important and decisive factor when talking about the politeness strategies employed.

TABLE V.
EMPLOYMENT OF POLITENESS STRATEGIES BY CHARACTERS WITH DIFFERENT POWER RELATIONS IN DISAGREEMENT IN ENGLISH NOVELS

Power relations \ Politeness strategies	Off-record strategies	Positive politeness strategies	Negative politeness strategies	Bald-on record strategies	Highest risk of FTA
S > H	-	-	3 (1.79%)	62 (37.12%)	9 (5.38%)
S = H	-	-	2 (1.19%)	19 (11.37%)	2 (1.19%)
S < H	-	1 (0.59%)	5 (2.99%)	58 (34.73%)	6 (3.59%)

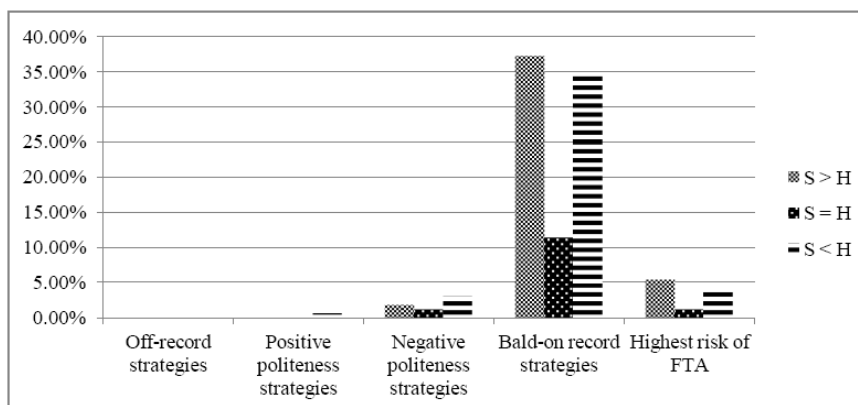


Figure 4. Employment of politeness strategies by characters with different power relations in disagreement in English novels

The data presented in the table above, which indicate the percentage of the use of the politeness strategies by characters when expressing their disagreement in English novels, are obtained by taking into consideration the disagreement types used by each character (table III). According to the table, no off-record or indirect strategies were used by characters in English novels when disagreeing. There was just one employment of positive politeness strategies which was employed by a character in lower position. The employment of negative politeness, although not high, was more frequent with characters in lower position (2.99%). Direct or bald-on record strategies which were the most dominantly employed strategy, was mostly used by characters with high level of power status than others (37.12%). And finally, characters with higher power status used more rude and threatening ways of this speech act without employing any politeness strategy (5.38%). Generally saying and as it is illustrated in Fig. 4 as well, bald-on record strategies were most frequently employed strategies when disagreeing, in English novels.

TABLE VI.
EMPLOYMENT OF POLITENESS STRATEGIES BY CHARACTERS WITH DIFFERENT POWER RELATIONS IN DISAGREEMENT IN FARSI NOVELS

Power relations \ Politeness strategies	Off-record strategies	Positive politeness strategies	Negative politeness strategies	Bald-on record strategies	Highest risk of FTA
S > H	-	3 (2.56%)	3 (2.56%)	29 (24.78%)	10 (8.54%)
S = H	-	-	-	5 (4.27%)	-
S < H	-	5 (4.27%)	4 (3.41%)	52 (44.44%)	6 (5.12%)

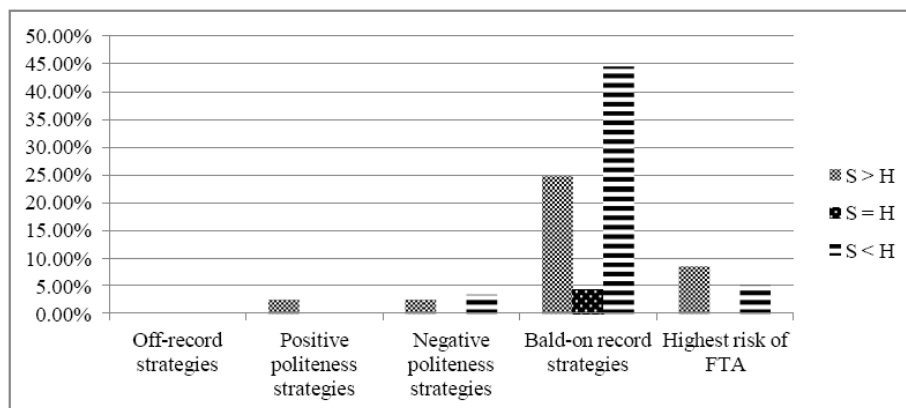


Figure 5. Employment of politeness strategies by characters with different power relations in disagreement in Farsi novels

As table VI indicates, no off-record strategy was employed in Farsi novels. Positive and negative politeness strategies, as in English novels, were also most frequently employed by characters who were in lower position. Like in English novels, in Farsi novels bald-on record strategies were the most frequently used strategies. However, in the case of Farsi novels, bald-on record or direct politeness strategies were mostly used by characters with low power status in comparison to that of characters in higher position (44.44% > 24.78%). Moreover, the threatening or strengthened ways of disagreement were most frequently chosen by characters in higher level of power status (8.54%). By comparing Fig. 5 with Fig. 4, it can be said that like in English novels, bald-on record strategies were most frequently employed when disagreeing in Farsi novels as well but the frequency of their use by the characters were different.

V. DISCUSSION

The results for research question 1 indicate that both English and Farsi novels employ disagreement types that are not softened or strengthened, more frequently than other types. The use of aggravated disagreement is more than softened disagreement in both novel sets but the frequencies of use of the subcategories are different. For example in English novels when characters employed softened disagreement, they mostly used negative politeness types but in Farsi novels both positive and negative politeness types were somehow used equally with slight differences in numbers. English characters preferred to use judgmental vocabulary more frequently while Farsi characters employed rhetorical questions more than other types when using aggravated versions of disagreement. Generally saying, in the written works of both languages, the use of disagreement is mostly inclined toward directly contradicting, using words such as 'no' or sentences which are the opposite of what was said by the addressee, rather than conveying the message softly or indirectly or with more aggression.

The findings about the research question two also suggest that in English novels, not softened or strengthened versions of disagreements (most significantly contradictory statements) are most dominant type used by majority of characters in all three power relation groups, more than any other types. Characters with higher and lower power status somehow used this type equally. Aggravated disagreements are mostly employed by characters in higher positions and characters with lower power have used softened disagreements more than other characters. Similar to English novels, in Farsi novels the most dominant type used by majority of the characters both in higher and lower power status, is disagreements not softened or strengthened, as well. Contradictory statement is the only subcategory of this type which is used in Farsi novels. We cannot say this about the characters in equal positions with the addressee's since the only types they had used were contradictory statements. In contrast to English novels, in Farsi novels the interlocutors in lower power status used contradictory statements (disagreements not softened or strengthened) more than other characters. Characters possessing higher power, used aggravated disagreements more and characters with lower power employed softened disagreement more than others. The reason of it is very obvious because their power relations with other characters with whom they are interacting, allows for this choice.

According to the findings regarding the third research question, there is high preference among characters in higher, lower and equal position comparing to the addressee, in both English and Farsi novels, for choosing types of disagreement that are neither softened nor strengthened, over other types. In other words, the majority of the characters used direct and bald-on strategies when disagreeing with other characters. This case was mostly true with the characters with higher power status in English novels, and characters with lower power status in Farsi novels. Although bald-on record strategies are not as threatening as aggravated ways of using speech acts, the use of these strategies by characters in lower positions from the addressee (the case with the Farsi novels) may in some ways account for the fact that factors other than the power status of the interlocutors will decide for the choice of politeness strategies. Factors such as context or situation which according to the study carried out by Ghafar Samar et al. (2013), and another study by Mehregan et al. (2013) decides for the choice of politeness strategies among interlocutors. In both novel sets, characters in higher position from the addressee used strengthened versions of disagreement (high risk of FTA) more than others. Their high level of power status allows them to choose strengthened and threatening ways of disagreement more than

other characters. The characters in lower positions also used softening disagreement and as a result, positive and negative politeness strategies more than others. Therefore, it can be inferred that, as the power status of the speaker becomes higher than the addressee, there is the possibility of the use of threatening speech acts without employing strategies of politeness and mitigating devices and in more face-threatening ways. On the contrary as the characters power status becomes low, the characters mostly prefer to use softening strategies in order to look more polite and reduce the pressure of the disagreement on the addressee's face.

To answer the fourth research question which investigates the impact of the cultures of two languages (in terms of being individualistic or collectivistic) on the employment of politeness strategies by the characters, it should be said that the results obtained in some ways ran counter to what was expected from the written works, here novels, of English and Persian native speakers with two different cultures. The types and strategies used by the characters cannot completely be explained by the characteristics of the two cultures. Therefore it can be interfered that factors other than power status of the characters (e.g. context, situations) also influenced the choice of certain types or politeness strategies over the others.

VI. CONCLUSIONS AND IMPLICATIONS

The main concern of the present paper was to investigate the use of politeness strategies among the characters with different power relations in both English and Farsi novels. The speech act of disagreement was chosen to be investigated. The taxonomy of Rees-Miller (2000) was used for categorizing the disagreement types. The frequency and percentage of the use of these types in the novels and Brown and Levinsons' (1987) politeness strategies employed in each novel sets by characters with different power relations, were calculated and reported. According to the results, the similarities among the English and Farsi novels regarding the use of disagreement were more than the differences; however, the employment of direct and face-threatening strategies, were more different than similar among the two novel sets.

The results of this study will probably have important pedagogical implications, the most important and general of which are, not to rely merely on the grammatical rules of the language to master it. Particularly, the findings of this study will give specific insights into the use of the speech act of disagreement and the ways of using them when communicating with the native speakers of English and Farsi by paying close attention to their social status. Even though the present study investigated the written and not spoken language, another main pedagogical implication of it will probably be the fact that no pragmatic or communicational rule in a language can be used without the presence of the context and other outside factors.

By raising the awareness of the learners, the learners themselves can obtain information about the rules beyond the structural rules which govern their native and foreign/second language. They will get to know which features are the same so that they can transfer those features from their native language, and the features that are different so that they can learn them. Language pedagogy can also emphasize those features that are different in both languages and make sure that the learners get a good understanding of them and by using them they will make their points more understandable in conversations and interactions. By mastering these rules, the learners will communicate successfully and know how to act in order not to destroy others' face wants which probably will lead to communication breakdowns.

VII. LIMITATIONS OF THE STUDY

No research works are perfect and none is conducted without any limitation or even drawbacks. The present study is also not an exception. The main limitation of the study is that, it does not completely account for the contextual and external factors other than the power relations of the characters which probably influence the actions and expressions of the interlocutors. This does not mean that these external factors were completely ignored. As was previously mentioned, the power status of the characters were mostly decided based on the context they were embedded in, however, it is not only the power or social status of the interlocutors which can be decided by the help of context. Another limitation of the study which might hinder the generalizability of the results and which relates to the first limitation as well is the fact that the choice of the novels in a way that all have somehow similar settings, was very difficult and even impossible. Therefore certain performances and choices which are made due to the influence of the setting or context, might not be generalizable to other contexts or situations.

There are several issues which the researchers who are interested in this research area, can consider in order to carry out future researches. First of all, since the limited numbers of novels (five English and five Farsi) were used in the present study, it might be a good idea for those who are interested, to choose more materials and even in different genres than that of this study in order to investigate whether the same results will be obtain or not. Languages other than English or Persian might be chosen to be compared as well. Furthermore, as gender of the authors or even the interlocutors, was not considered as a variable in this study, it is also recommended that other researchers take this into consideration. It is also seriously recommended to the researchers that they closely consider the contextual or any external factors other than power relations of the interlocutors, when investigating pragmatic rules of the languages. The reason is that in order for the researchers to obtain authentic or more valid results, they must pay attention to natural

factors influencing the variables, as they influence them in real world. By paying close attention to contextual factors, the results obtained will be more valid, reliable and generalizable.

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A Study on Developing Critical Thinking of English Major Students through the Teaching of Comprehensive English

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Abstract—This paper reveals the definition, connotation and significance of critical thinking. It further improves and explores approaches to develop students' critical thinking capability through Comprehensive English teaching and verifies the validity of those approaches through Comprehensive English class implementation and students' class presentation. However, it also suggests that developing critical thinking of instructors shall be prioritized before cultivating that of students', which is worth reflecting in the long run.

Index Terms—critical thinking, comprehensive English, instructors, reflections

A great number of innovative talents are called for in the rapid developing society, and the universities are the places which cultivate and graduate such talents with three aspects, fine character, broad knowledge and creative thinking intelligence. However, the innovative capability of the college students in China falls behind the developed countries. To a large extent, the negligence of the importance of students' innovative capability in some universities leads to the loss of students' innovative thinking capability.

I. THE CONNOTATION OF CRITICAL THINKING

The innovative thinking capability, in a broad sense, denotes the operation, realization and materialization of human innovation with new methods, new technologies and new products. From the definition and development of the critical thinking and innovative thinking, it could be seen that the critical thinking capability is united with the innovative thinking capability. Critical thinking, as the precondition for innovative thinking, also pushes forward development of innovative thinking, while the innovative thinking works as the target and extension to critical thinking. The two thinking intelligences are mutually integrated and influence each other.

In contemporary studies, John Dewey first points out that learning to think is the central purpose of education. He is the first to define critical thinking as "reflexive thinking". Dewey (1933) believes that active, persistent, and careful consideration of a belief or supposed form of knowledge lies in light of ground which support it and the further conclusions to which it tends. Pragmatic reflexive thinking theories have greatly influenced the development of cultivation of thinking intelligence.

Later, Tsui. L. (2003) expresses that to think critically, the thinker should have the mind to "assess and scrutinize knowledge prior to its assumption." The understanding is a kind of judgment about the outside world. But as to solve any differences between understanding and the outside world, the specific way isn't given. He realizes the point that critical thinking is to use certain skills such as assessment and analysis to evaluate things to be used and the willingness to do it.

It can be seen from the above definitions that critical thinking is not composed of a single skill or a static state. Rather it is a multivariate aspect. In Brookfield's definition (1997), critical thinking is regarded as a phase, which makes adults recognize, search and research the assumptions that elevate their ideas and behaviors. He also interprets that the assumptions are the taken-for-granted beliefs about the world and our place within it and that they seem so apparent that they don't need to be interpreted specifically. Assumptions give meaning and purpose to who we are and what shall we do. Critical thinking is judicious reasoning about what to believe and what to do. Besides, critical thinking is a skill. It is not something that can one can memorize or look up.

II. THE SIGNIFICANCE OF CRITICAL THINKING TO HIGHER LEARNING

For the higher learning in China, to cultivate students' critical thinking capability is really urgent because:

First, it is the one of the core objectives of higher education in China. It is stipulated that the task of higher education within the *Education Law of Higher Education of PRC* is to cultivate the professional talents with innovative spirits and practical capability. Here, the core values of innovative spirits and practical capability lie in critical thinking.

Second, it is one of the strategic subjects of the *Mid-and-long Term Program Reform and Development of Education in China* (2010-2020) that: to optimize the knowledge structure and enrich social practice of the students and pay prior attention to the cultivation of students' capability-the learning capability, the practical capability and innovative capability. It could draw that the cultivation of each capability comes about as the top concern of Chinese education in

the coming ten years and the promotion of the learning, practical, innovative capability is based on the development of students' critical thinking intelligence.

Third, cultivation of critical thinking has been reiterated in the *New Syllabus* (2000) that the English major talents should possess the solid lingual competence, broad knowledge, professional knowledge, high capability and all-round quality. Here it could be concluded that apart from the adequate knowledge structure and the overall language basics, students' capability should be especially noted as to acquire knowledge, think independently and solve problems innovatively with high moral, cultural and psychological quality. During English teaching, the relationship between the training of language skills and the cultivation of students' critical thinking and innovative capability are supposed to be adequately balanced.

Apart from that the intelligence of critical thinking and innovative thinking of college students, especially the English major is greatly required by the higher institutions. At a 1990 national summit the National Education Goals Panel clarifies the significance of cultivation of a great number of college graduates who demonstrate an advanced ability to think critically, communicate properly and solve problems independently.

Hu (2008) stresses that excellent English talents are expected to possess solid basic knowledge, overall language capacity and also the critical and innovative spirit. Sun (2010) concludes that qualities of English major are expected to be solid English language basics, systematic professional knowledge, profound humanistic quality and in particular, the excellent critical thinking capability and communicative competence. However, Huang (1998) argues that the public are deeply concerned about the lack of critical thinking cultivation in English teaching.

Through the ideas put by the Chinese scholars, it could see that not only the solid English language basic knowledge and skills are greatly needed for the English major, the critical and innovative thinking competence are urgently to be promoted. Therefore, it is a key task to strengthen critical thinking competence during English teaching. Yang (2009) maintains that the quality of students' critical thinking is highly required and in Comprehensive English, students' critical thinking is greatly demanded in that through text analysis, students are expected to comment and extend their different viewpoints from their critical thinking independently and logically, and that they are encouraged to raise questions, doubts and pose challenging attitude whenever necessary.

Therefore, it is urgent to cultivate and improve students' critical thinking capability. For the English major students, it could be achieved in Comprehensive English class. Since Comprehensive English is one of the most importance courses during their basic study, it feature integrated lingual skills of the English major in the first and the second year, and it has been one of the core courses of English major curriculum of higher learning. It constitutes about 108 teaching hours/ term and 4 terms, which covers the best teaching hours in the English major course in accordance with the English major curriculum. To a large extent, the teaching effect of Comprehensive English determines the professional quality of English major students. In this sense, to cultivate students' critical thinking capability is the principal target of the Comprehensive English, otherwise, without a proper thinking pattern, students would not make the best of their potentials or could not acquire sufficient knowledge skills and their practical capability would not be totally developed. Different from the teacher-centered traditional teaching which merely imparting knowledge to the students, the current Comprehensive English teaching takes students as the center and the teachers as the instructor, which encourage and guide students to think, to solve problem through learning. In this sense, a 3-dimentional teaching approach is invited to Comprehensive English teaching, which centers on the cultivation of student's thinking capability and innovative capacity.

III. CULTIVATING F STUDENTS' CRITICAL THINKING THROUGH COMPREHENSIVE ENGLISH TEACHING

A. *The Teaching Objective of Comprehensive English*

From the new syllabus, it can draw the objective of Comprehensive English teaching: first, students' English basic knowledge will be consolidated; secondly, students' critical and innovative thinking intelligence will be enhanced through class tasks; thirdly, students' practical competence featured by English speaking proficiency should be developed. It shall be noted that imparting knowledge is just the basic requirement for the course while the other are regarded as the higher level objective.

B. *The Basic Procedure of Comprehensive English Teaching*

In the Comprehensive English class, the author adopted the face-to-face instructions to the students from the experimental class with 3-D teaching approach. The teaching material is Contemporary College English, textbook 3, which applies to the second-year English major for the first semester. This textbook covers 15 units. Each unit is supposed to be completed between 6 and 8 teaching hours.

Each unit includes three phases of teaching, pre-class preparation, in-class instructions and after-class assignment.

In the pre-class preparation, students are supposed to preview the text, including the basic knowledge, studying the background information through self-learning and group work about the author and the text to catch the general idea of the theme. In search of the background knowledge, students are expected to make full use of internet and relevant books to collect as much information as possible by themselves. And then, individual student is encouraged to exchange their information with classmates and team members so that their information could be greatly widened.

With regard to the team work, the experimental class is divided into several working groups (either by choice or at

random, which depends on the general condition of each class) which contain certain members. Say, the students in the experimental class are divided into 8 teams at random. And each team is assigned the task of class presentation for which is supposed to demonstrate at the beginning of the comprehensive English class each week, which means each group is responsible for the presentation three times in Comprehensive English class in line with the teaching syllabus. The theme, content, form, the style and performance of the class presentation is at the choice of the team members, therefore, each team takes the initiative to think, to brainstorm, to cooperate and to complete the task in the simulated situations. In this sense, students' professional knowledge and skills are practiced, and their way of thinking are stimulated and high sense of teamwork are gradually developed.

During the in-class instructions, the teacher first welcomes the group to demonstrate their presentations, and the audience students are expected to raise suggestions and make comments on their presentation. After that, the teacher will instruct the students in text learning, during which, class discussion, debate, impromptu speech are employed whenever necessary to further emphasizes on students' English speaking proficiency and overall language skills.

As for the after-class assignment, the exercises included after the text are necessary for the students to master, apart from that, theme-related writing, prepared speech and discussion are also invited for the students to further consolidate the in-class information.

C. A Sample Lesson Plan of Comprehensive English

In order to have a clearer glimpse of daily teaching of the 3-D teaching approach and further illustrate how the 3-D teaching approach is applied in Comprehensive English class, a sample lesson plan is employed. Right here lists the lesson plan-*Your college years*, Unit One, Contemporary College English, Book 3 (The printed text, *Your college years* is attached).

Your college years start at the very beginning of the first term of the second year. It is about the university education and university life. It aims to help the college students find out their targets through four years study in university and complete their university life with the sense of passion and fulfillment. Unit one is close to students' practical life, therefore, it is fit to be adopted as an example to reveal how the 3-D teaching model is carried out.

Unit one is projected to be completed in 6 hours. Here lists the first two hours of class teaching. The teaching plan of the two hours is as following.

Time: 8th, September, 2013

Teaching objective of Unit one:

Through learning the unit, students are expected:

1. To master the important terms, grammar points and useful language expressions.
2. To grasp the main idea of the text and draw the message about university education
3. To help students build up a positive world outlook

Teaching focus:

1. Helping students grasp the main idea of the text
2. Stimulating students to think over and reflect upon the significance of university education
3. Encouraging students to participate in various class activities to enhance professional skills through class presentation, report, discussion, debate and role-play, etc.

Difficult points:

1. Analysis on the structure of the text which helps the students will have a clear understanding about the theme of the text and will have an in-depth reflection upon university education.
2. Interpretation on the terms-developmental stages, identity, identity crisis, internalize, world citizens so that students will acquire the key language expressions.
3. Teacher-student interaction and student-student interaction which offers opportunity for the students to practice their pronunciation, speaking and related practical skills.

Teaching procedures:

Step 1: Lead-in- Students' presentation and questions for consideration

Step 2: Analysis on the structure of the Unit One

Step3: Interpretation on terms and language points

Step4: Open discussion: interaction and class report

Step5: Assignment

Step 1: Lead-in:

Form: Interview

Time span: 5 minutes at the beginning of Comprehensive English class

Participant: members in group one and the rest of class

Questions: (prepared by group one and also complies with the theme of unit one)

What do you think you have learned in the first year in university?

What qualities do you think a qualified English major is expected to possess?

How to make university life rich and colorful?

Student-student interaction:

The hostess of the performing group interviewed 5 students, during which students' real voices and opinions were

heard and arouse the resonance among most students in class.

With regard to the students preview and preparation about the text, the teacher raises another three questions at random based on the text subject.

Effect: the participants are active, the rest are attentive and class atmosphere livens up.

Step 2: Analysis on the structure of the text

Time span: 15 minutes

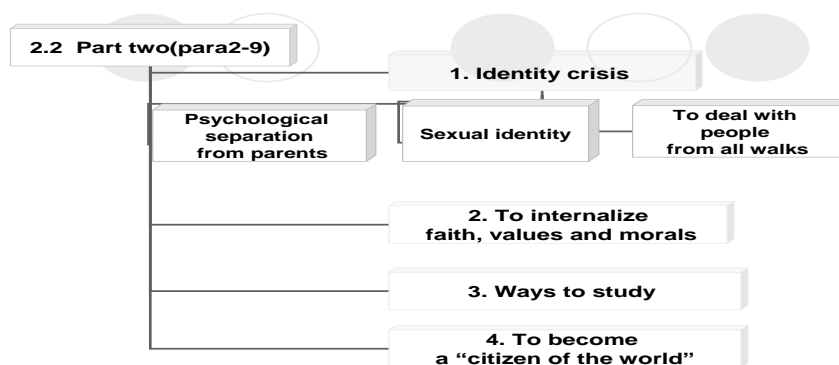
Your college years

Part One (para 1) Questions for consideration

Part Two (para 2-9) The main body of the text

Part Three (para 10) Conclusion: objective of university education

The Graph 1 as following displays the structure of the second part of the text in detail, which is also the key section of the text. As for this text, which is full of complex terms, language points and expression, the primary task is to analyze the outline of the text and make the students have a focused catch upon the subject. Then the further interpretation on the terms, grammar point comes about much easier



Graph 1

Step 3: Interpretation on terms and language points

Time span: 15 minutes

1. Identity is determined by genetic endowment, shaped by environment, and influenced by chance events.

2. Identity crisis

You are unsure about who you are, what are your strengths and weaknesses.

as an individual

How people perceive themselves and how other people perceive them.

as a man in the society

3. Internalize: to absorb a certain belief, values, moral or a way of behavior as your own so that it becomes a natural and indispensable part of your own

Question: How to overcome the identity crisis

Step 4: Open Discussion

Time span: 10 minutes

In this section, students are grouped into five teams of their own will and each team is headed by a team-leader. They are supposed to discuss the three questions in five minutes raised at the beginning of the class by the teacher. The team leader takes charge of the smooth organization of conducting the discussion and each member is expected to state their viewpoint.

1. What is the objective of university education?

2. What qualities shall the qualified English major talents possess?

3. In students' eyes, what qualities shall a qualified English teacher possess?

4. What qualities shall a citizen of the world possess?

At the end of discussion, one representative from each group is expected to summarize and comment their group discussion and elaborate on their opinions upon the topics. Then, the rest of the students have access to different opinion, if they don't agree to the point stated by other groups, a debate is necessary. Finally, the teacher makes comment on students' class discussion and debate. It is necessary for teachers to comment in an objective way that there is no fixed answer to such an open discussion and students' different perspectives of thinking are greatly encouraged.

Step 5: Assignment

Time span: 5 minutes

John Dewey (1916) stresses the crucial role of the proactive assignment in the school curriculum. He believes that the proactive assignment offers the real initiative and direct experiences to the students so that they are able to connect to

the reality. Therefore, the assignment is designed and expected to consolidate students learning through multiple aspects.

1. To improve students speaking competence

Class report: Students are supposed to prepare on a class report entitled “My viewpoint upon the university education”. In the next class hours, students are expected to present a short speech.

2. To further strengthen students understanding of the theme of the text

Writing: A piece of writing is assigned to the class with the topic that “How to live a rich and colorful university life”.

3. To extend the class knowledge to the professional practice

Group work: Students are expected to work out a piece of questionnaire and conduct a survey in English across the campus to find out what the students from different departments expect of their college life.

Summary

It is worth noticing that the teaching on students’ English basic knowledge should not be ignored in class, however, were it the sole task in class, the objective of teaching would never materialize. The teacher is expected to offer the students more platforms and opportunities to speak, think and practice during classes.

D. A Sample Record of Class Presentation

Class presentation has been an indispensable task in Comprehensive English teaching, which is instrumental to promoting students’ critical thinking and professional practice. Different from the traditional way of class presentation which students conduct one by one, the innovative class presentation features that: students are grouped at random and are expected to deliver various patterns of presentations, and the content, style, design of class presentations are out of their choice. Under teacher’s instruction, the class presentations were employed as a major platform for the enhancement of students’ professional skills as well as the improvement of their critical thinking capability. The first round of class presentation last from September till November, 2016, which involved each student in the class. They demonstrated different forms and further developed their multi-skills. Here the following Graph-2 lists the brief information of class presentations by the eight groups.

Graph-2

Group	Time	Form
1	12 th ,9-16 th ,9	1 Interview on the Sports star-James 2 Interview a Famous Film actress 3 News report Great Events of 2008
2	19 th , 9-23 th ,9	1 Play A Detective Story (original) 2 News Chinese and Western Festivals 3 Poems Declamation on Life and Love poems
3	26 th ,9-30 th , 9	1.Star show Interview a German & a Press Conference 2 Film Appreciation Roman Holiday& Garfield 3 Dialogue Public Etiquette & Business Etiquette
4	10 th ,10- 14 th , 10	1. Debate Whether NO CAR DAY counts 2. Current affairs Impact of World Financial Crisis 3. Jokes Differences between Chinese &English humors
5	15 th , 10-19 th ,10	1. Dialogue Expression and writing style of news 2. News Influence of China Open Tourism & Development of E-Bay 3. Introduction Words& expressions in Movie Production
6	22 nd ,10-26 th ,10	1. News Obama’s election speech 2 Film Club An excerpt from Ghost 3. Jokes Funny stories & Humors
7	29 th ,10-2 nd ,11	1. Comedy a Bad Day of a Taxi Driver (原创) 2 Arts of Translation on Poems, Dishes and Movie Titles 3 News Chen Shui Bian fasts
8	5 th ,11-9 th ,11	1 Culture Express Coffee, Wine and Music Culture 2 News Coverage Tourists Stranded in Thailand 3 Psychological Test Testing your Love Attitude

It is apparent that that each group has delivered various forms of class presentations. During the preparation, they were so intent on brainstorming and bursting into new ideas to design and present the performance as vividly as possible. The member of each group has shown great interested in their tasks in the presentation. Despite that the first group was a bit shy in the very beginning, in the following weeks, they got more keen on their demonstrations. The diverse forms of class presentation reflect students growing initiative and interest in the approach. Through a two terms of class presentation, students’ innovative thinking has been largely motivated. Besides, they come to realize the significance of the cooperation and collaboration and they turn to be attentive to exploring new approaches to fulfill various tasks. In this sense, the new approach model of class presentation was worth trying.

IV. REFLECTIONS

A. *A Question to Be Raised*

To cultivate and improve students' critical thinking is quite a tremendous task which requires great efforts from both teachers and students. Apart from the problems the students may face nowadays, there have been plenty of challenges for the instructors.

In such a context, a question is raised. It is urgent to cultivate students' critical thinking, is it also necessary to improve instructors' critical thinking? The answer is absolute, Otherwise, the objective of teaching shall come out in vain and the quality-education shall result fruitlessly. However the fact that most of teachers in higher institutions also face tremendous problems lies in that: first, the way teachers teach is what they were taught which lacks personal experiences and training in liberal learning; second, curriculum tradition since the early 1950s has made instructors narrow focused; third, social environment fosters more of the employment rate and more of the applied subjects, which has greatly restricted critical thinking.

In this sense, the instructors shall come to realize the limitations in their own way of thinking and endeavor to explore new approaches to develop their critical thinking.

B. *Urgency for the Improvement of Instructors' Critical Thinking Capability*

The instructors also need to develop their own critical thinking capability from the following aspects.

First, they are supposed to reflect their own understanding of critical thinking and how it is applied to the discipline and the course. The qualified teachers shall know well about the merits and demerits in their thinking pattern and take the initiative to make up for the shortcomings in their thinking habit and explore more perspectives to view the problems rather than from a settled angle.

Second, they will lead the students how to thinking along a critical thinking pattern. The best teachers don't emphasize on how well students perform on the exams but on cultivating students' reasoning skills. The instructors create the natural learning situation and environment. They propose tasks in such a situation which require the students to raise questions, solve problems independently and challenge them to rethink their assumptions and evaluate their mental models of reality. In solving tasks, the instructor is supposed to design diversified activities which can best tap students' potentials of thinking.

Third, with regard to the assessment criteria, the instructors shall learn that students are best evaluated by how well they think and behave beyond the class rather than they are scored just through the final exams. It is expected that teachers' shall have more control over designing the assessment criteria and that they shall have more freedom to make the final assessment on students' performance from various criteria. However, it is an ideal object and it takes more time to achieve that.

V. LIMITATIONS OF THE EXPERIMENT

First, the limited numbers of the subjects and the experiment period may lead to the unreliability of the result. The experiment just involved 40 students of English major. It would be more reliable if it could apply to more classes in the department. Besides, the period of the experiment is relatively short to test the overall improvement of students' English competence.

Second, the enhancement of students' critical thinking competence lies in a subtle and complicated way, to some degree, it also rests with students' different personality traits and character development. It is almost impossible to unify a sole evaluation system to measure how effectively students have developed their critical thinking competence and practical competence.

Third, students' participation into the diverse class demonstrations and professional practices is part of the reflection of the enhancement of students' critical thinking and practical competence, whereas, not an overall reflection.

To conclude, teaching and learning are highly complementary. It takes a long process to cultivate and improve students' critical thinking capability. It should be stressed that in the meanwhile the critical thinking capability is also highly demanded for the instructors, without which the "teaching quality" would be an empty word.

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A Feminist Study of *The Summer before the Dark*

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Abstract—Lessing pays more attention to the destiny of women and she creates many female figures in her works. Lessing's *The Summer before the Dark* also focuses on the fate of women. This paper interprets the novel from the perspective of Feminism and it analyzes the women's survival situation at that time and makes a detailed analysis of Kate's degradation, retreat and return. By clarifying the Kate's awkward situation and spiritual confusion, elaborating the reasons of Kate's leaving and her exploration, this paper points out that Kate found herself and realized the self-awareness after a series of exploration and reflection and finally chose to go home with a new image.

Index Terms—feminism, exploration, return, spiritual freedom

I. INTRODUCTION

Doris Lessing is a well-known writer of modern Britain, and she won the Nobel Prize for literature. *The Summer before the Dark* is a work of Lessing which focused on the fate of the feminism once again. Lessing's many works reflect women spiritual world and living conditions with its rare depth and breadth, and foreign scholars make analysis of *The Summer before the Dark* respectively from the psychology Angle and the Angle of feminism. She believed that women's rights movement relied on too much ideology and it wasted the potential of women. She is very disdain to feminist culture.

The Summer before the Dark is a realistic work of Lessing's published in 1973. Her works involved a wide range of topics, such as, communism, racism, feminism, Marxism, psychology and some others, but she has always been focused on the women issues. For recent hundred years, she has always described different women figures of all kinds of classes in the eastern world. Many of her works widely and deeply reflected the women's spiritual world and living situation which were welcomed and admired by the feminists. Her works were regarded as the most interpretative value text.

The Summer before the Dark is a story about a middle-aged woman who has stuck to the twenty-year changeless marriage life. Suddenly she wants to break away from the convention in a summer and then she is eager to change her current living situation. At the beginning, she is employed by the Global Food as a translator because Kate has received a good education and she is good at Portugal. However, before the meeting, Kate has began facing the troubles of life which cannot bring her happiness and a sense of achievement, so she is glad to have a travel with the younger man but the journey is not be smooth, and then she returns to England because of illness, lives with an extraordinary girl whose charm encourages her belief of returning home.

II. LITERATURE REVIEW

Today, *The Summer before the Dark* is sold astonishingly well, passing the spirit world picture of reflection with the advantages of strong for more readers. Doris Lessing has received increasing attention from critics.

In the west, foreign scholars make an analysis of *The Summer before the Dark* respectively of the symbols and the dreams, psychology Angle and the Angle of feminism. Barbara F. Lefcowitz in the essay *Dream and Action in Lessing's The Summer before the Dark* makes a detailed study of the relationship between Kate's imaginative journey in the seal dream and her action in reality. Susan M. Klein in the article *First and Last Words: Reconsidering the Title of the Summer before the Dark* discuss that "the Summer" (Barbara F, 1975) in the title is the summer in 1948 and "the Dark" has a more specific referent—motherhood. Alison Lurie holds the view that Kate's return to her unfaithful husband and ungrateful children becomes "a puzzling unsatisfactory conclusion" (Alison, 1973). She considers the ending as a dark future for Kate Brown. Another significant point is the study of the novel from the perspective of psychology.

Domestic scholars have much academic analysis of the novel. Most of the Chinese critics are likely to probe into the symbol and the dreams of the novel. Wang Wei holds the view that the dream is regarded as an image which can be interpreted as both a paradox and a gateway of reality. As a gateway to reality, Kate's seal dream directs her searching for self and reflects her life. Ma Jin Ran in the essay *Search for Traces of Dreams and the Unconsciousness* holds the view that Lessing makes use of the seal dream that explores people's soul and hearts and shows the plight of the heroine in the domain of unconsciousness. Jiang Xiao in the article of "*Spiritual Confusion and Self-awakening*" analyses a "self-discovery" (Jiang, 2010) of the empty housewife Kate suffering from a mental confusion. She keeps her eyes on a more realistic and more general problem of women. Li Na analyzes the novel from the respective of the Kate's returning in the article of "*An analysis of Doris Lessing's The Summer Before the Dark one Female's Wander on the Road to Self-Understanding*" and focuses on the thought tendency in the tide of the second feminism wave.

III. KATE'S AWKWARD SITUATION AND SPIRITUAL CONFUSION

Lessing draws up the outline of the female spiritual crisis through depicting the Kate's experience of the runaway. Family, career, marriage and sex itself are the major causes of women's spiritual world, and also are the root of a female spiritual crisis.

A. *The Oppression from the Male-dominated Society*

Under the traditional social system, the male hegemony discourse exaggerates the biological differences between men and women, which strengthens the boundaries of gender roles and allocation, making many female restrained by the gender identity and finally leads women to be forced to accept reality that women can only bear the subordinate role. This discrimination formed the social norms and mental pressure, which becomes a stumbling block for women to seek self-development.

Traditional concept of equality between men and women is the continuation of the patriarchal logic of thinking, with reference to the remains of the patriarchal standards, which is bad for the radical change in women's status. After experiencing the war of the sex for 40 years, Lessing has no longer believed the revolution in the 60's through the observation of the modern women. She believes that the women's liberation is due to technology instead of feminism. Lessing denied carefully that she is a feminist.

We can see the oppression and discrimination of Kate's life. When Kate was young, she was popular in the family but she wasn't trusted. She was the only child in the family, but she was not loved. She gave up his study to marry her husband, but her husband was unhappy in nature, and she always felt that her husband would stay away from her. With the growth of her children, she gradually found that she was not important in the family. On vacation, her husband went to America to take part in a meeting, and her daughter traveled with her friends. She would think that his little son needs their meticulous care and comfort, but her son suddenly decided to go to travel with friends. All these things made she felt ignored.

B. *Submitting to Husband and Children*

After Kate married her husband Michael, she plays a housewife role for 25 years. Since then, she starts keeping busy all the day and she provides the most delicious food and creates a comfortable home environment for her husband and her four children. In order to satisfy her husband and children, Kate learned all these endurance, self-control, self-discipline, self-denial, mercy, and adapt to others. Therefore, she loses herself by only obeying her husband and children and she has no right to speak. When Michael was appointed as an exchange staff to work in the United States for four months, and her four children also want to go traveling. Kate suddenly becomes a redundant an abandoned women.

On her husband's persuasion, Kate promised his friend to be a Portuguese translator for the International Food in London, but it is not more than a month. The house was temporarily uninhabited, so her husband decided to rent out the house from June until the end of September. That means that there are three months homeless after Kate finished her works. Kate doesn't agree with her husband, but cannot stop him.

It is to be decided. "But the point was, she was feeling dismissed, belittled, because the problem of the house was being considered so unimportant. And when her committee was over, what would she do? It was being taken for granted she would fit herself in somewhere—how very flexible she was being, just as always, ever since the children were born" (Doris, 1973, p.23).

We can see from that Kate has no position to speak for the family, and she almost becomes the servant of the family. In the 25-year marriage, Kate has been busy. She has never thought about these questions, until her younger son Tim accused her at the dinner table which let her feel suffocated, and then Kate was suddenly wake up, starting reviewing her past life. Finally, Kate is aware of the problem, but she has no courage to change herself, instead retreating in front of her own thoughts.

C. *Economic Independence on Her Husband*

After the first wave of feminism, women won the right election and education, but in a male-dominated system society, women's liberation movement will be affected by the resistance of the patriarchal ideas, especially the theory of Freud's sex for me and the influence of functionalism, which led many woman to pursue the so-called feminine mystique and stop fighting for liberation, retreating to the narrow circle of family, and become her husband appendages.

At the same time, the lack of economic status also makes women cling to her husband more naturally and thoroughly. The most effective aspect of a male-dominated system is to take control of the women's economy. Housewife does not have its own economic income, and dominated by the patriarchal thought. Therefore housewife is merely considered as an economic and social accessory of husband, which inevitably leads women to follow her husband everywhere, and please her husband.

If you don't have economic equality, the equality between men and women of our requirement is deformed. It means that people think for their own interests, rather than stand in the perspective of justice, let alone the selection of the perspective. Women should have their own career and own economic sources, and they can escape from the trivial of family. They can enter the society, competing like men, and get economic and political status. Even without the love of moist, they also won't like a broken line kite floating in the vast wilderness. With the economic support, they can meet

the needs of the material. Moreover, Material prosperity can make women consider the spiritual demand, and then they can be free to make friends, reading books, entertaining, and enrich their life. Reading can be a sensible understanding and enrich their connotation; making Friends can make life more colorful, opening field of vision, and drive away lonely; entertainment can let a person forget everything bad, and make you happy.

IV. KATE'S LEAVING AND HER EXPLORATION

In this work, the awakening of women's spiritual world has undergone trials, contradiction and the process of choice. Lessing didn't use the strong rebellious behaviors or the enormous emotional outbreak to show a characteristic of awakening woman, but she used the language of the tender, made Kate's lonely memories as the strong basis of the choice of its reflection. This is a very rational style.

A. *The Passive State of Kate*

It is very passive that Kate participates in the international food organization because her husband promised his friend's entrust and he decides to rent out the house. Kate is abandoned by his family, and she has to get rid of the identity of the family and merges in a workplace. While she did the translation work, "she saw herself, through the reactions of Ahmed, as an efficient, high-powered, smiling woman, but spinning around and around on herself like a machine that someone should have switched off." (Doris, 1973, p.28) Although she left the family, she suddenly returned to her former work and became a nanny, or a nurse, like Charlie cooper, or a mother.

The working environment in Kate's eyes: the officials who come from different places are very hypocritical, and they are like the actors to perform themselves. The whole conference likes a market, or like an endless noisy party. Her daily work is to answer numerous phone, and check the people, places, things whether in place, by doing these that she can take a the same high salary as her husband who has professional knowledge. It makes her feel incredible.

Lessing has no positive evaluation for women participating in social work because of the chaotic work environment, too much flirtation, and the meaningless work. Apparently, Kate saw herself and other women doing the meaningless work which cannot attract her.

B. *A Special Experience in Spanish*

What Kate faced is that her marriage is not consistent with her assumptions, so she had to take the habit and continually accepted her husband's derailment to keep their marriage. She felt her heart ache steadily, and she has gradually lost its original respect to her husband. She felt her husband increasingly small and very shallow, and she was disappointed at her husband's infidelity, and she felt bored and angry for this kind of life, but she was soon convinced again, continuing to play the role of a perfect housewife.

When Kate confused with his own value of life, she met the 32-year younger man Jeffrey who is also looking for the value of life. They traveled to Spain together. When Jeffrey asked Kate for traveling with him, Kate has already realized that when she looked back in the future, she would felt tasteless. Kate, however, has already become accustomed to the pattern of life, so she can't afford to drum courage to return to the UK, only to look for a house alone quietly. At the beginning of the journey, Kate's life is still full of something unable to decide and control. When the car broke down, Kate can't decide whether they take the bus or taxi. It is Jeffrey in charge. During the whole trip, Jeffrey is full of the pride and arrogance and sometimes he is like a boy full of confusion, relying on Kate. However, Kate for a while is his free lover, and then she becomes an experienced, maternal woman. They have no goal and no map, and their travel destination with Geoffrey's mind constantly changing. They seem to never reach the place they want to go. They eventually had to stay in a small village far behind Spain because Jeffrey fallen ill.

In this small village, Jeffrey was sent to a monastery to be cared for, while Kate would also have a period of time to be alone, and she began to review and reflected on her life. Kate finally saw through the years and she ignored a very precious thing that is self. At this point, her inner self finally really appeared which she tried to seize before but didn't touch. That is the self.

C. *The Occlusive Life in the Hotel*

Kate came back to Britain because of her illness, and she received the warm concern and care in the Spanish hotel, but the warmth and the care was under the packing of the money. Even she could get concerns and comforts from material, but Kate still very cared about other people's eyes. The chill and turbulence made her feel that the room like a blatant, dark cave, while young girls can see her face for a long, slow period of time, like in the deep bottom of water. She wanted to change their pathological features, but eventually to faint. She came back to her home after recovery, while she was like a homeless wandering in the street, and her old friends also had not recognized so beautiful Kate at once. All this made very sad and very anger. People who watched the performance at the theater made her feel that everything around were hypocritical, and people tried to perform themselves without sincerity.

In the hotel, Kate had two dreams about the seal. In the first dream, Kate stood in the midst of a piece of frozen wilderness. She walked into a village, and here the kingdom chose her to dance with him. King danced with Kate warmly, and it seems that she is his spouse. However, soon the king chose the other girls for partners soon. Due to pain, Kate started to escape from the dance hall, but the villagers chased her and imprisoned her. The king rebuked her and he

thought that Kate was narrow-minded, silly and unreasonable. In this dream, Kate still played a traditional female image. She had no right to choose, only to be chosen; she had no right to resist, only to accept it. In such an environment, the seal and her ego can only be cast aside.

In the second dream, Kate's seal was in a coma, dying. Kate held it walking in the winter fog, but all the things around was frozen. Kate cracked the ice, found a little bit of water, mixed the ice with the grain of crystal in the rock watering on the seal. Finally, the seal was saved. Kate held her against the cold wind to move on. In this dream, the weather was so cold and the ground was frozen, but in Kate's efforts, the seal waked up. This is a symbol of Kate's self to survive in her effort. The north wind symbolized that Kate will usher in more cruel reality.

D. *The Slovenly Life in the Underground Apartment*

Kate spent a period of time in the hotel and found a renting house, which the house-owner was a girl named Maureen. Maureen was a young, beautiful girl who was full of youthful vitality, self-confidence and courage, which were the quality that Kate didn't possess. In Maureen's eyes, Kate had no make-up, no form-fitting clothes. This was Kate without disguise. After that, Kate was like an old woman after the disease, dressed in unsuitable clothes. No matter where she went to, no one noticed her. People have looked at her coldly, and immediately removed to find other exciting thing. She had become an invisible woman. This was unacceptable to Kate. She is frustrated and angry. Kate believed that as long as she put this mask, pulled on the suit Maureen gave her, and let herself fit such a pattern of social, she would immediately go back to the cute lovely Michael. All her changes were due to the dress. However, there was no slightest difference in her deep heart's core, and she was the same person. Everything in life was only a set of clothes. From then on, Kate didn't mind whether others didn't like her, but just a week earlier, if she encountered contempt cold she would cry. Kate no longer dyed her hair, no longer concealed her age, didn't mind his identity and other people's eyes, but began to pay attention to the true self in her heart.

In the last days, it was the main content that Kate told the past experience to Maureen for killing time. Memories of the past times and the narration about past made Kate changed her view again to her families and the past life. A few months ago in Spanish, Kate thought all her misfortune came from her family because the dull routines made her lose her. But now, Kate gradually found the objective fact that although her families took away a lot from her and to some extent she ignored herself, it also left her many good memories. She wasn't scared and started to accept her family and her former life from the heart. It was just an indelible part of her life.

V. RETURNING HOME

Kate's realized her limitations in the reflection, and she understood the dissatisfaction in the reality can't get away from her attitude. She thought why not to seek her own changes to meet the new life, so she decided to return to his home.

A. *Spiritual Freedom*

Beauvoir in the novel "*The Second Sex*" thinks that the women's liberation and the role of mother cannot coexist together and emphasizes that birth is the direct cause of enslaved women. Maybe Beauvoir's point of view is extreme to some degree, but it also sharply points out that the role of mother limits the development of themselves. Greer said: "The plight of the mother is more desperate than other women and it seems that the more children. The more things seem to be hopeless." (Doris, 1973, p. 87) However, Blessing pays more attention to the mother Kate who has four children, so it is extremely difficult for Kate to get out of the predicament, recognizes her own past, and be aware of the existence of the self, but she finally return home with a new image by her constantly retreating and adjustment.

In the fiction, although Kate was aware of the existence of the self, she had never given up everything for the sake of the self, rather than choose to follow her inner thoughts. Her husband Michael continually cheated like the king kept company with other woman dancing, but she can't envy. However, during the whole journey, she would always miss her home, her children, her husband, her friends and her neighbors. For a middle-aged woman, the desire of the family is a common part of the desire of self. Kate didn't escape from her family, and she started to give herself a choice. Kate has maintained the identity of the self, and she felt that she found the definition of the self, which these changed into power at this time all focused on the place her hair. Although Kate chose to return to the family, she decided not to do her hair, letting the hair short-tempered hard.

Kate had experienced a journey in summer, but she got the meaning of rebirth once again. She got the spiritual freedom. Spiritual freedom can guarantee the true nature of self more than family freedom, because it cannot be overwhelmed by the eyes of others, and also cannot lose the real value of the self. Kate had the right to choose freedom that someone had never made the choice of freedom.

B. *Rebirth and Return*

Although Kate came back to the family which she is familiar with and brought hurt to her, we have enough reason to believe that Kate will find her family life the meaning of existence after the travel and she is no longer alone, regretful and bored.

Many critics believe that the end of the novel is meaningless, because Kate finally returned to the beginning, and it is

not as radical as the hero of modern women in Lessing's early novel, and it breaks the traditional ideas of the society and shackles of the family to attain the real liberation, so Kate this journey of self-discovery is not incomplete.

To this question, we first need to see the limitations of the middle class housewife Kate. Although they were intelligent, but they suffered from the household chores, social isolation, economic independence on her husband completely, and they had become accustomed to the superior material life, so it is difficult for them to completely get rid of her husband and family. It is also difficult for them to start their own independent lives. Second, Kate's return also reflects Lessing's deeper and more careful thinking about the problems of women in middle age. This makes us firmly believe that the short escape and leaving is not a good solution to her female identity crisis.

VI. CONCLUSION

This analysis makes an analysis from the perspective of feminism and makes a detailed analysis of Kate's degradation, retreat and return. The important contribution is to reveal the living condition and the oppression from the male-dominated society of women and give the reasons why Kate finally chooses to return to her home after a series of explorations and reflection.

According to the above analysis and research, Kate's leaving mostly attributed to the oppression and discrimination from the male-dominated society. The women were treated unequally by the family. They lost themselves to contribute to the whole family because they must rely on their husband without the ability of the economic independence. Therefore, women have no right to speak or decide anything. The nucleus of their life is to look after well the whole family, and they spent little time on themselves. However, Kate finally returns home because she thought she still needs her family, but she realized she should balance between the family and herself.

Most of the time, women don't care about how much they pay attention, but hope to have equality. This equality is not a form of "equivalent", but meets the women's equal appeal. As a kind of appeal, the women's attention is the essence of equality, and once they find themselves in the heart of the change of exploration in the breakthrough and the reflection, and confirm that they meet these demands, and then they still want to return to the real life. Kate mulled over inequality in more than 20 years' marriage between the contradiction and hesitation, and children show an indifferent attitude to her pay, so this is the source of her runaway. In contrast with others, she realized that marriage and family give her precious wealth.

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A Qualitative Study of the Perceptions of Iranian EFL Learners' Attitudes towards CMC Tools Usefulness

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Abstract—This project examined the perceptions of Iranian EFL learners' attitudes towards online computer-mediated communication tools usefulness. Few researches have been done to evaluate student perceptions of the helpfulness of CMC tools in online learning. In this regard, based on convenient sampling method, 60 English Language Teaching students (B.A) of Zanjan Azad University were selected. The students attended in two classes that were held by two different instructors. To homogenize the participants, PET was administered. Those participants whose scores was ± 1 above and below the standard deviation were selected as the statistical sample ($n= 60$). Then, the selected participants were randomly assigned to one experimental ($n= 30$) and one control group ($n= 30$). The Community of Inquiry (CoI) questionnaire was distributed among the participants in groups before the treatment. During the study, the experimental group was taught using e-mail and telegram chat. In the control group, the learners were taught through traditional way of teaching. At the end of the treatment, the CoI questionnaire was re-administered among the learners in the both groups. Responses before and after the treatment revealed that the perceptions' of the learners in the experimental group were significantly influenced as a result of instructing by e-mail and telegram.

Index Terms—attitudes, Computer-Mediated Communication (CMC), EFL learners, perceptions

I. INTRODUCTION

Nowadays, technology has penetrated into all aspects of human life and thus, different ways of communication among people have appeared. For example, cellphones transmit text messages and photos; computers allow us to connect to the Internet from any location, webcams provide visual contact between the Internet interlocutors. In an age where the target language is immovable in our minds and where computers are necessarily means of communication, interactions among computer technology, language learning, and multimedia are considerable (Berger, 2005; Shahlou, & Izadpanah, 2016). Innovation of technological devices has resulted in changes in communication in classrooms. Use of technological devices like networked computers can be a replacement for discussion in small groups. Using CMC provides opportunity for learners from different geographical locations to interact, communicate, and learn through the Internet (Lo, 2009).

As the most commonly used CMC tool, we can refer to E-mail and Telegram. Through E-mail, messages can be delivered to people or groups and it may contain attached files (Repman, Zinskie, & Carlson, 2005). Among several interactive and supportive CMC tools, some may be more useful to improve and foster learning. The attitudes of students towards the CMC tools' effectiveness could offer insights into the usefulness of various CMC tools for online learning.

Nowadays, many factors such as time and motivation hinder the optimal learning in foreign language learning process. To broadly speaking, inadequate time makes difficulties for most EFL learners to deal with learning.

According to the Community of Inquiry theoretical framework, student perceptions of social, teaching, and cognitive presence is a good means to evaluate online learning effectiveness. All together, above mentioned components illustrate a Community of Inquiry which is developed among language learners and teachers using interchanges and communications (Salloum, 2011).

Although the effectiveness of CMC tools including e-mail, news forums, discussion forums, and web-conferencing into online learning has been revealed, few studies have attempted to evaluate students' perceptions of their helpfulness for learning. To fill such a gap, this research employed the Community of Inquiry as the theoretical framework to determine the positive effects of online computer-mediated communication tools on the learners' teaching, social and cognitive existence.

Thus, the present work is an attempt to explore the attitudes of EFL learners towards online computer-mediated communication tools usefulness as well as their effect on learners' teaching, social and cognitive existence. By social existence, it means how much students regard themselves as genuine individuals when they communicate and interact

with people. Teaching existence is students' perception of teacher and instructor's assistance and planning of the learning background. Finally, cognitive existence is students' perception of an ability to construct meaning (Salloum, 2011).

For the purpose of the study, the researcher investigated the following research question:

What are the perceptions of Iranian EFL learners' attitudes towards online computer-mediated communication tools usefulness before and after the treatment?

II. METHOD

Yin (2003) stated that a research design is the logic which establishes associations between the data to be gathered (and the result to be drawn) and the questions posed in the initial stages of the research. This work was a quasi-experimental study since randomization was not possible. In the study, dependent variables were social, teaching, and cognitive existences and the independent variables also included the students' perceptions of computer-mediated communication tools effectiveness.

The preset study was conducted at Zanjan Islamic Azad University of Iran. The statistical population was 70 English Language Teaching students (B.A). To homogenize the participants, the PET was administered. Those participants whose scores was ± 1 above the standard deviation and ± 1 below the standard deviation were selected as the statistical sample ($n= 60$). Then, the selected participants were randomly assigned to one experimental ($n= 30$) and one control group ($n= 30$).

The instruments that were employed in the study entailed The Cambridge Preliminary English Test (PET) to homogenize the participants; the CMC tools (e-mail and telegram chat installed on computer desktop); the 34-item Community of Inquiry (CoI) evaluating learners' social, cognitive and teaching existences based on communication and interaction factors, and the 13-item Computer mediated communication (CMC) tool helpfulness scale.

Since randomization was not possible, the current study was a quasi-experimental study. Convenient sampling method was also employed to select the sample. After selection, the participants were assigned to an experimental ($n= 30$) and a control group ($n= 30$). On the onset of the study, the Community of Inquiry (CoI) questionnaire was distributed among the participants in both groups to poll the learners' opinions before the treatment. During the study, the experimental group was taught using e-mail and chat. The task of the course book was then sent to the learners via E-mail. Using e-mail could save time for handling all the class tasks and acting in telegram group could make a funny, exciting and motivating environment for the learners. After receiving the task through e-mail, the learners were asked to answer the questions and send the fulfilled assignments in the telegram group created for the classroom students. In the control group, the learners were taught through traditional way of teaching. Each session, the teacher taught a unit, ask some students (volunteer or selected) to discuss a topic, answer questions, write a summary of played audio tape, etc. At the end of the treatment, the CoI questionnaire was re-administered among the learners in the both groups.

In order to check the normality statistically, One-Sample Kolmogorov-Smirnov was conducted for the tests. Table 1 and Table 2, demonstrate the results of this test for the respondents' responses in the questionnaire before (pre-test) and after (post-test) the treatment, respectively.

TABLE 1
ONE SAMPLE KOLMOGOROV-SMIRNOV TEST (PRE-TEST)

		pre-test in Control Group	pre-test in Experimental Group
N		30	30
Normal Parameters ^{a,b}	Mean	78.5	77.5
	SD	1.213	1.233
Kolmogorov-Smirnov	Z	.367	.354
Asymp. Sig. (2- led)		.216	.374

TABLE 2
ONE SAMPLE KOLMOGOROV-SMIRNOV TEST (POST-TEST)

		post-test in Control Group	post-test in Experimental Group
N		30	30
Normal Parameters ^{a,b}	Mean	78	83
	SD	1.705	1.431
Kolmogorov-Smirnov	Z	.411	.456
Asymp. Sig. (2-tailed)		.123	.423

a. Test distribution is Normal.

b. Calculated from data.

According to the tables 1 and 2, the Kolmogorov-Smirnov indices of normality were all significant ($p<.05$); therefore, normality of the obtained data were assured. As a result, it is concluded that no assumption was violated and the parametric tests are allowed to be run.

To gather required data from the participants in the project, Community of Inquiry instrument was employed. The questionnaire items were taken from the instrument developed by Arbaugh, Cleveland-Innes, Diaz, Garrison, Ice, Richardson, and Swan (2008, as cited in Salloum, 2011); the CMC tool helpfulness questions were developed by

Salloum (2011). According to Salloum (2011), “CoI and CMC survey items utilized a five point Likert scale (1= strongly disagree; 2= disagree; 3= undecided; 4= agree; 5= strongly agree)” (p.68). The questionnaire was administered before and after the treatment. To answer the research question, the frequency of the responses to CoI and CMC items before and after the treatment was specified to determine the most important items selected by the respondents.

TABLE 3.
FREQUENCIES OF THE RESPONSES OF COI AND CMC BEFORE THE TREATMENT

Item	Experimental Group N=30										Control Group N=30									
	SD		D		U		SA		A		SD		D		U		SA		A	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
CoI																				
Teaching Presence																				
Q1					4		4		21						5		5		20	
Q2					7		4		19					22		4		4		
Q3					20		2		8					21		4		5		
Q4					23				7					22				8		
Q5				24					6				23					7		
Q6				20		5			5				19		6			5		
Q7				22		3			5				23		5			2		
Q8	3			16		4			7		4		18		4			4		
Q9	1			6		18			5		2		4		19			5		
Q10	2			18		6			4		3		19		6			2		
Q11	2			21		2			5		3		22		3			2		
Q12	6			15					8		8		15		2			5		
Q13	8			19		2			1		10		19		1					
CoI																				
Social Presence																				
Q14	2			6		19			3		3		4		20			3		
Q15	5			21		2			1		4		23		2			1		
Q16	2			7		18			3		1		7		19			3		
Q17	1			3		19			7		2		2		21			5		
Q18	4			18		4			4		4		20		3			3		
Q19	8			19					3		10		19					1		
Q20	18			9					3		19		9					2		
Q21	10			10		8			2		12		11		7					
Q22	3			17		5			5		3		19		6			2		
CoI																				
Cognitive Presence																				
Q23	6			19			4		1		6		20		4					
Q24	3			17		5			5		4		17		5			4		
Q25	3			22		2			3		3		25					2		
Q26	7			21					2		7		22					1		
Q27	7			18		3			2		5		18		5			2		
Q28	5			15		5			5		5		18		2			5		
Q29	2			11		13			4		3		10		15			2		
Q30	5			7		12			6		6		8		10			6		
Q31	2			6		10		1	11		2		8		12			8		
Q32	5			12		8			5		6		14		7			3		
Q33	10			12		5			3		5		13		10			2		
Q34				5		21			4		1		4		23			2		
CMC																				
Teaching Presence																				
Q35				4		16			10				5		21			4		
Q36				6		19			5		2		5		16			7		
Q37				2		21			7		2		5		20			3		
Q38	1			5		18			6		2		2		19			7		
CMC																				
Social Presence																				
Q39	3			5		19			3		2		5		18			5		
Q40	2			7		15			7		1		8		17			4		
Q41	5			5		16			4		3		7		15			5		
Demographic Items																				
Q42																				
Q43																				
Q44																				

TABLE 4.
FREQUENCIES OF THE RESPONSES OF COI AND CMC AFTER THE TREATMENT

Item	Experimental Group N=30										Control Group N=30									
	SD		D		U		SA		A		SD		D		U		SA		A	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
CoI																				
Teaching Presence																				
Q1							8		23						5		5		20	
Q2							6		27					20		4		4		
Q3					0		12		18					20		4		6		
Q4					0				20					21		1		8		
Q5									23				22					8		
Q6			7		5		5		18			19		6				5		
Q7			2				5		23			23		4				3		
Q8					0		8		19		4	18		4				4		
Q9	1		2		3		5		19		3	5		17				5		
Q10					1		2		27		2	20		6				2		
Q11			0				6		24			23		4				3		
Q12							3		27		5	18		2				5		
Q13			0				4		26		8	21		1						
CoI																				
Social Presence																				
Q14					1		7		22		3	4		20				3		
Q15			2				7		18		3	23		3				1		
Q16							4		26		1	7		20				2		
Q17							9		21			4		21				5		
Q18			1				13		16		4	20		3				3		
Q19			1				14		15		11	18						1		
Q20							14		16		19	8						3		
Q21					1		12		17		11	11		8						
Q22							14		16		3	20		5				1		
CoI																				
Cognitive Presence																				
Q23			1				5		24		7	19		3				1		
Q24			2				12		16		3	18		5				4		
Q25					1		8		21		3	24						1		
Q26			2		1		7		20		6	24								
Q27					1		12		17		3	20		5				2		
Q28					1		10		19		5	18		2				5		
Q29							5		25		2	11		15				2		
Q30			1				2		27		6	8		10				6		
Q31					1		4		25		2	8		11				9		
Q32					2		5		23		6	13		7				4		
Q33					1		3		26		5	13		10				2		
Q34			2		2		3		23		1	7		20				2		
CMC																				
Teaching Presence																				
Q35							9		21		1	5		20				4		
Q36							7		23		1	5		16				8		
Q37							4		26			7		20				3		
Q38							9		21			3		20				7		
CMC																				
Social Presence																				
Q39							7		23		2	5		18				5		
Q40							19		11			8		17				5		
Q41							9		21		1	7		17				5		
Demographic Items																				
Q42																				
Q43																				
Q44																				

III. RESULTS

Employing computers in CMC language instruction is considered as a tool for communicative interaction. Therefore, computer mediated communication (CMC) and communicative approaches to foreign language teaching are closely related. Based on a communicative approach, it is necessary to comprehend input - listening and reading - for the overall process of language acquisition. However, Swain (1993) declares that it is not sufficient to only comprehend input for language acquisition. Learner output - writing and speaking - is also regarded as an important aspect of language acquisition. Input and output necessary for second language learners' progress can be provided through using

computers in computer-mediated communication activities (Sotillo, 2000; Dehjalali, & Izadpanah, 2017). As concluded by Hampel and Hawk (2004), Internet-based activities allow students to interact and negotiate meaning with other learners, since they need to get and deliver information. Hampel and Hawk showed that learners have to understand messages and produce comprehensible output through speaking and writing.

Due to significant developments in the Internet and network technology, learning and teaching online has experienced emergence of a huge number of CMC devices (Aria, & Izadpanah, 2017; Bonk, 2009; Salloum, 2011). "Some of the web-based applications include discussion forums, video based blogs (Vlogs), voice over Internet protocols (VoIP), web-conferencing, podcasts, wikis, video streaming, virtual worlds, blogs, and social networks" (Salloum, 2011, p. 24).

As Parsad and Lewis (2008) state, distance learning is now practiced using computer-mediated communications (CMC) by the web or online learning. As academic institutes provide more Internet and web-based courses and classes in which learners can communicate and interact online, more studies in literature emerge (Salloum, 2011). However, the effect of computer-mediated communication (CMC) technology on teacher education has not been analyzed. There is a necessity to know relationships between CMC technology and student perceptions regarding learning.

"Repman, Zinskie, and Carlson (2005), categorize CMC tools into two types. Type one CMC tools are asynchronous tools that are independent of time. Examples include e-mail, discussion forums, and blogs. Type two CMC tools are synchronous, allowing participants to communicate at the same time. Examples include text chat and web-conferencing" (as cited in Salloum, 2011, p.24).

Various kinds of CMC tools provide various media through which communications and interactions can be promoted. Student perceptions of tool helpfulness for learning and student perceptions of social, teaching, and cognitive presence can be influenced by the usage, combination, and application of CMC tools. By social existence, it means how much students regard themselves as genuine individuals when they communicate and interact with people. Teaching existence is students' perception of teacher and instructor's assistance and planning of the learning background. Finally, cognitive existence is students' perception of an ability to construct meaning (Salloum, 2011).

Zsuzsana (2010) tended to analyze foreign language learners' interactions in CMC to show the usefulness level of CMC for foreign language learning. As she found, those L2 learners' strategies in CMC take advantage of distinct linguistic and interactional features of Internet Chat. According to this study results, CMC involves potential advantages for learning including facilitating comprehensible and contextualized interaction, learners' self-correction, and collaborative learning environment. Saleh Mahdi (2014); (Nazarian, & Izadpanah, 2017) attempted to find out how CMC environments have been implemented to foster language learning. As discussed, it is necessary for researchers and scholars to conduct more studies in order to find appropriate methods to integrate CMC tools in language classrooms and provide suitable courses and activities. In a study, Behjat, Yamini and Bagheri (2014) explored Iranian EFL learners' tendency and confidence toward using the Internet and Web 2.0 tools in English language classroom. As the qualitative analysis of the participants' responses indicated, more than half of learners showed interest in use of Web 2.0 tools in language learning process. In addition, it was seen that most of learners strongly tend to use web-based and the Internet technology for learning language. In another research study conducted by Sadeghi, Rahmany and Doosti (2014), EFL teachers' attitudes toward using Computer Mediated Communication (CMC) tools in English language classrooms were investigated. Researchers aimed to find why teachers agree or disagree by integration of CMC tools in English learning classrooms. According to the statistical analyses, teachers who could more skillfully use computers had positive perceptions of integrating such tools in language teaching process.

According to the provided literature, there have been studies attempted to explore computer-mediated communication tools usefulness as well as learners' teaching, social and cognitive existence. In spite of the existing literature, there is a gap on the effect of to explore the attitudes of EFL learners towards online computer-mediated communication tools usefulness and their effect on learners' teaching, social and cognitive existence. Due to the lack of investigating in this regard, the present study tends to fill this gap and enrich the literature on computer-mediated communication tools usefulness as well as learners' teaching, social and cognitive existence in order to help English teachers to deal with more fruitful methods to enhance EFL learners' performance in language learning.

Based on the research findings, it can be concluded that online experience language learners enjoyed the online activities to a great extent such that their perceptions were significantly changed after the treatment. It is suggested that the tasks were interesting for the learners and they were quite interested in those activities and wanted to use them in their classrooms. In the study, learners are allowed to communicate with their teachers using e-mail because they can e-mail in their convenient time and feel more private (Salloum, 2011). Text-chat in telegram also offers opportunities for instructor guidance and affirmation in the context of student interactions on course topics.

The research findings remind that the inclusion of online communicative tools creates greater perceptions of social, teaching and cognitive presence for learners. Therefore, it would be better to consider integration of technological and CMC tools in order to foster better results and superior contemplation. Through these tools, affective language and group cohesion should be also encouraged to promote social, teaching and cognitive presence. Since learning through technological tools is getting prevalent, it is necessary to investigate learners' understanding and attitudes toward online learning and its effect on their attitude (Salloum, 2011). Further researches can be performed on various aspects of the target language such as grammar (prepositions, subjunctives, modals, etc.), pragmatics (politeness, apologies, etc.), and

phonology/graphology. Designing such collaborative tasks can be beneficial for both language teachers and learners. Further studies can analyze using synchronous online communicative tools individually and in combination in larger samples. Other studies can compare teachers' perceptions and learners' perceptions about the helpfulness of different CMC tools. Teachers and learners' objectives for using different CMC tools can also be investigated.

IV. DISCUSSION

Comparing the responses, it was revealed that the perceptions of the participants in the control group had no significant difference before and after the treatment. However, the perceptions of the participants in the experimental group showed significant changes such that the responses were mostly changed into "agree" and "strongly agree". In other words, the participants' responses in the experimental group generally agreed with statements regarding teaching, social, and cognitive presence after experiencing synchronous online communication tools. In fact, e-mail offers privacy as well as convenience. Text-chat in telegram also offers opportunities for instructor guidance and affirmation in the context of student interactions on course topics. Accordingly, the learners' perceptions in the experimental group were significantly different regarding teaching, social, and cognitive presence. Consistently, Sadeghi, Rahmany and Doosti (2014) investigated EFL teachers' attitudes toward using Computer Mediated Communication (CMC) tools in English language classrooms and concluded that teachers who could more skillfully use computers had positive perceptions of integrating such tools in language teaching process. Additionally, Tahriiri, Hassaskhah and Mozafarian Pour (2015) reported the effect of Synchronous Computer-Mediated Communication (SCMC) on EFL learners' motivation.

The practical significance of this research question was that teachers who were working with computers in their classes they showed positive attitudes towards applying technology in their teaching practice. Also it showed positive effect on EFL learners' motivation.

V. CONCLUSION AND IMPLICATIONS

Based on the research findings, it can be concluded that online experience language learners enjoyed the online activities to a great extent such that their perceptions were significantly changed after the treatment. It is suggested that the tasks were interesting for the learners and they were quite interested in those activities and wanted to use them in their classrooms. In the study, learners are allowed to communicate with their teachers using e-mail because they can e-mail in their convenient time and feel more private. Text-chat in telegram also offers opportunities for instructor guidance and affirmation in the context of student interactions on course topics.

The research findings remind that the inclusion of online communicative tools creates greater perceptions of social, teaching and cognitive presence for learners. Therefore, it would be better to consider integration of technological and CMC tools in order to foster better results and superior contemplation. Through these tools, affective language and group cohesion should be also encouraged to promote social, teaching and cognitive presence. Since learning through technological tools is getting prevalent, it is necessary to investigate learners' understanding and attitudes toward online learning and its effect on their attitude. Further researches can be performed on various aspects of the target language such as grammar (prepositions, subjunctives, modals, etc.), pragmatics (politeness, apologies, etc.), and phonology/graphology. Designing such collaborative tasks can be beneficial for both language teachers and learners.. Further studies can analyze using synchronous online communicative tools individually and in combination in larger samples. Other studies can compare teachers' perceptions and learners' perceptions about the helpfulness of different CMC tools. Teachers and learners' objectives for using different CMC tools can also be investigated.

APPENDIX A

The Cambridge Preliminary English Test (PET)

<http://cambridgeesol.org/exams/general-english/pet.html>

APPENDIX B

The survey instrument consists of three parts: Community of Inquiry items, communication mode items, and demographics. The instrument employs a five point Likert scale as follows:

1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree

Community of Inquiry Items

√ Teaching presence.

√ Design and organization.

1. The instructor clearly communicates important course topics.

2. The instructor clearly communicates important course goals.

3. The instructor provides clear instructions on how to participate in course learning activities.

4. The instructor clearly communicates important due dates/time frames for learning activities.

√ Facilitation.

5. The instructor is helpful in identifying areas of agreement and disagreement on course topics that helped me to learn.
6. The instructor is helpful in guiding the class towards understanding course topics in a way that helped me clarify my thinking.
7. The instructor helps to keep course participants engaged and participating in productive dialogue.
8. The instructor helps keep the course participants on task in a way that helped me to learn.
9. The instructor encourages course participants to explore new concepts in this course.
10. Instructor actions reinforce the development of a sense of community among course participants.
√ Direct instruction.
11. The instructor helps to focus discussion on relevant issues in a way that helped me to learn.
12. The instructor provides feedback that helped me understand my strengths and weaknesses.
13. The instructor provides feedback in a timely fashion.
√ Social presence.
√ Affective expression.
14. Getting to know other course participants give me a sense of belonging in the course.
15. I is able to form distinct impressions of some course participants.
16. Online or web-based communication is an excellent medium for social interaction.
√ Open communication.
17. I feel comfortable conversing through the online medium.
18. I feel comfortable participating in the course discussions.
19. I feel comfortable interacting with other course participants.
√ Group cohesion.
20. I feel comfortable disagreeing with other course participants while still maintaining a sense of trust.
21. I feel that my point of view is acknowledged by other course participants.
22. Online discussions help me to develop a sense of collaboration.
√ Cognitive presence.
√ Triggering event.
23. Problems pose increased my interest in course issues.
24. Course activities pique my curiosity.
25. I feel motivated to explore content related questions.
√ Exploration.
26. I utilize a variety of information sources to explore problems posed in this course.
27. Brainstorming and finding relevant information help me resolve content related questions.
28. Online discussions are valuable in helping me appreciate different perspectives.
√ Integration.
29. Combining new information help me answer questions raised in course activities.
30. Learning activities help me construct explanations/solutions.
31. Reflection on course content and discussions help me understand fundamental concepts in this class.
√ Resolution.
32. I can describe ways to test and apply the knowledge created in this course.
33. I have developed solutions to course problems that can be applied in practice.
34. I can apply the knowledge created in this course to my work or other non-class related activities.

CMC Tool Helpfulness Items

Participants are asked to rate their level of agreement with the following statements about the CMC tools they used in their online courses. The same five –point Likert scale is used with an additional option of .did not use. Because not all tools are utilized by all participants.

√ Helpfulness for teaching presence items.

35. Using e-mail and text chat is helpful for receiving information from my instructor about course topics, goals and learning activities.
36. Using e-mail and text chat is for receiving directions or clarification from my instructor.
37. Using e-mail and text chat is helpful for receiving personal feedback from my instructor.
38. Using e-mail and text chat is helpful for communicating questions or concerns to my instructor.
√ Helpfulness for social presence items.
39. Using e-mail and text chat is helpful for getting to know other course participants.
40. Using e-mail and text chat is helpful for interacting and collaborating with other course participants.
√ Comfort level.
41. I am comfortable using e-mail and text chat.

Demographic Items

42. What is your gender?
. Male

. Female

43. Prior to the current semester, how many online courses have you taken?

. None

. One

. Two

. Three

. Four or more

44. How many years of teaching experience do you have?

Years of teaching experience

None

1 year or less

1 to 2 years

2 to 3 years

More than 3 years

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The Influence of Foreign Trade Activities on Chinese Loan Words from the Historical Perspective

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Abstract—In the process of thousands of years' dynasties change and social development, it is not difficult to find the sustained impact of foreign trade on Chinese society. Trade has output both the goods and culture of China. At the same time it also brought in the material and non-material civilization from other places of the world. As a product of foreign culture, loan words are not only a microcosm of the outcome of trade activities in specific periods, but also enrichment to Chinese language. This article intends to elaborate the influence of trade activities on Chinese loan words with the development of history as the pointcut, focusing on the typical periods of the development of foreign trade in China, including the Han Dynasty, the Tang Dynasty, the late Qing Dynasty and the Republic of China

Index Terms—history, loan words, foreign trade, trade activities

I. INTRODUCTION

Loan words are also called “foreign words”. In the academic circles, there has always been a dispute in the narrow and broad sense of the definition of loan words. The so-called loan words in a narrow sense refer to the foreign words which do not have the corresponding meaning in native language. Both the meanings of the word and all or part of the phonetic form are borrowed from the pronunciation of foreign language, which can be called transliteration words. In broad sense, loan words refer to the words which are absorbed from or influenced by foreign languages and other ethnic languages. Loanwords include transliteration words, and free translation words (Cao Liya, 2009). In this paper, the author agrees with the latter definition of loan words.

Most of the scholars' research and article writings have focused on the exploration and introduction of the origin and translation characteristics of loan words. Few people have analyzed from the perspective of foreign trade, and discussed the impact of the trade behavior in different periods on loan words. In fact, the development of foreign trade opened an important gateway for China to exchange with foreign cultures. Throughout the development of history, every time China entered into an active period of foreign trade, it would be accompanied by the emergence of a large number of loan words. Among them, the rise of the Silk Road in the Han Dynasty, the heyday of the Tang Dynasty with tributes from many of her countries, the Western powers' deepening of Chinese colonial trade after the Opium War, and then today's reform and opening up, all provide the suitable social soil for the birth and development of loanwords.

II. WESTERN HAN AND EASTERN HAN DYNASTIES (202 B.C. - A.D.220): THE LANGUAGE FROM THE SILK ROAD

A. *The Rise of the Silk Road*

As the first country in the world to cultivate silkworms and develop silk weaving, in the Chunqiu Period (770 B.C.- 476 B.C.) and Warring States period (476 B.C. - 221 B.C.), China exported its silk to the West. And the international trade channel began to form due to silk selling. China was first known in the western world for silk, hence the name ‘Seres’ came into being, which means the country of silk.

After the establishment of the Han Dynasty (202 B.C. - A.D.220), in order to solve the long-term invasion and disturbance of the nomadic Huns in the northwest border of the empire, 138 B.C., emperor Wu sent Zhang Qian (the eminent diplomatist, traveller, explorer of the Han Dynasty) to the Western Regions to contact the Western countries. Zhang Qian had two trips to the western regions in his life, and collected a sea of important information about the geography and traffic about western countries and also grabbed the area for the Han Dynasty. He helped the Han Empire successfully win over the western countries, establish diplomatic relations, and succeed in isolating the Huns, all of which laid the solid foundation for the formation and development of “Silk Road”.

Until then, after the rise of the ancient Persian and Alexander the Great Expedition, the trade road from west of the Pamirs plateau to the Mediterranean had gradually formed. During the reign of Emperor Wu of China (141 B.C.- 87 B.C.), the expansion of China's territory was completed with the Hexi Corridor linking the Central Plains to the Pamirs

region. Thus “the Silk Road” took shape which connected the Eurasian continent trade channel with that of entire Asia.

B. *The First Climax of the Introduction of Loan Words*

The rulers of the Han Dynasty attached great importance to the construction of cavalry and the domestication of horses. However, at that time, excellent varieties of horses were mainly produced in the western regions. Meanwhile, for western countries highly prized and loved China's silk, a large number of silk exported to the west regions and brought considerable income for the empire. Therefore, even after the rise of the Maritime Silk Road, the focus of foreign trade in the Han Dynasty still retained in the hinterland of the western regions. The influence of the trade in this period was also fully reflected in the loan words.

From the perspective of source of loanwords, they mainly came from the Huns, Dayuan and Turkic language etc. (Dong Mingming, 2013). Among them, the most representative loan words are from the Huns. For example:

Hu is another transliteration form of “Huns”. Its original meaning is “man” or “God”, first seen in the Western Han Dynasty. “There was the Han Dynasty in the south, and there was mighty Hun in the north. ‘Hu’ means God’s favored one, (Huns) not for the small courtesy troubles themselves.” It can be seen that “hu” originally only referred to the Huns, and later evolved into a general term that refers to West nations. With the frequent contact and conflict between the Han and Hun, many northwest nomadic cultural products, later even some of the products from the Western Regions were also prefixed with “hu”, such as hu fu (clothing of northwest nomadic), hu chuang (folding rope chair), hu jia (reed flute used by northern tribes), hu tao (Juglans regia), hu jiao (pepper) etc. (Shi Youwei, 1991). Even today, “hu” is widely used in China, typically referring to something introduced from the northern and western nationalities or from abroad.

Many other words also entered into Chinese vocabulary with the influence of Hun’s culture. For example, “chan yu”, the highest title of chief of the Huns, the full name of it is “Cheng Li Gu Tu Chan Yu”, transliteration from the Huns “sanok” or “tsanak”. The Huns called the “heaven” as “cheng li”, and call the “son” as “gu tu”. “Chan yu” meant vast. This title complimented the leader is as great as heaven. In the Han Dynasty, envoys were often sent to visit these nomads (Huns) with respectful greetings “Chan yu” and best regards “good in health” from the Chinese emperor to Huns (Peter Frankopan, 2017). Till now, “chan yu” is one of the most familiar official addressing to Chinese people of Huns leader in the Han Dynasty.

“Yan zhi”, was the title of Huns monarch’s wife in the Han Dynasty. Besides, people in the Hun also called Carthamus tinctorius as “yan zhi”. Huns women always liked to use the color made from Carthamus tinctorius to make up their face on the wedding, thus the married women were also called “yan zhi” (Gao Mingkai et al., 1984). With the introduction of the workmanship of the color made by Carthamus to China, “yan zhi” has become the pronoun of the ancient woman’s cosmetics.

In addition, the names of products from the western region became the main source of loan words in this period. For example:

Luo tuo (camel), was translated from Huns “dada”. It is a tall and back humped mammal, and it is the main transportation tool in the desert area (Gao Mingkai et al., 1984).

Shi zi (lion), the original word may be the ancient Persian Šer or East Ilan language Šē/Šī, and also was called “suan ni” (Gao Mingkai et al., 1984).

Pu tao, was transliterated from Dayuan’s language “budawa”. “Dayuan, was a town in the southwest of the Hun, and to the west of the Han, about thousands of miles far away from the Han Dynasty. People there were adept at cultivating and growing rice and wheat on the fields wherever they settled down. Wine was produced there (Gao Mingkai et al., 1984).

In the Eastern Han Dynasty, India’s Buddhist culture following the caravan on the silk road was introduced into China, and Buddhism-related loan words began to appear. The earliest introduction of Buddhism in China is generally believed during the reign of the Emperor Ming (A.D. 57 - A.D. 75). *History of the Later Han Dynasty* records: “Liu Ying (The name of a nobleman) had a strong sense of justice and ready to help the weak when he was young, and liked to make friends. In his later years, he liked to learn about the Emperor Huang and Lao Tzu, and learned to do Buddhist fasting and sacrifice ritual.” The “Buddha” originated from Sanskrit, called “fu tu” in Chinese (Zhou Zhenhe & You Rujie, 1986).

The foreign trade of the Han Dynasty was the olive branch of the Chinese rulers offered to the outside world. It created opportunities for the integration of foreign culture and Chinese culture, and promoted the emergence of the first loan word climax in Chinese history.

III. TANG DYNASTY (A.D. 618 - A.D. 907): GOLDEN AGE OF CULTURAL EXCHANGE

A. *Open Trade Policy*

The Tang Dynasty (A.D. 618 - A.D. 907) was a period of great development and prosperity of China's feudal economy and culture. The brilliant times of the Tang Dynasty, cannot do without the domestic policies of reducing military service in order to achieve the goal of food harvest and the people live and work in peace and contentment (Wu Jing, 2016). During this period, China’s foreign trade showed unprecedented prosperity.

In foreign relations, then Emperor Taizong said: “Since ancient times, the rulers have attached importance to the Han nationality in the Central Plains, and despised the minorities, but I treat them equally.” After Taizong, several successors

of the Tang Dynasty continued the enlightened foreign policy. The rulers' political concept had an important influence on the formulation of policies in various aspects. Therefore, in the Tang Dynasty, its diplomatic etiquette in the industrial and commercial and overseas trade, and the implementation of foreign policies were largely different from other dynasties (Xia Xiurui & Sun Yuqin, 2001). The Tang Dynasty upheld the concept of "trusting businessmen" and "supporting business".

In the context of open trade policy, the Tang Dynasty appeared unprecedented prosperity of foreign trade.

B. *Golden Age of Cultural Exchange*

During the Sui and Tang Dynasties (A.D. 581 - A.D. 907), Chinese ceramics was under great development. And in the middle and late Tang dynasty (from 8th Century to early 10th Century), porcelains became one of the bulk export goods, transported respectively from the northwest road and the southeast sea road to the West Asia and the Persian Gulf, the Gulf of Aden and the Red Sea. Thus, Southeast Sea Road is also known as "the Road of Ceramics". With the further development of sea and land trade corridors, the connection between China and the outside world was strengthened. During the heyday of the Tang Dynasty, it established political, economic and cultural ties with more than 70 countries in the world (Lin Hong & Wang Zhenfu, 2010). And Changan, the capital of the Tang Empire, was not only the world's largest international city, but also the melting pot of Chinese and foreign cultures (Zhou Zhenhe & You Rujie, 1986).

In a wide range of multilateral trade, not only rare fowls and strange animals, exotic flowers and rare herbs, gold and silver jewelry, jade and spices surged into China, more important was its company of the foreign culture which was also continually introduced into China. Loan words emerged in great number. Loan words in this period were featured by great diversity, richness and inclusiveness, which could mainly be divided into material and spiritual levels.

As to the material level, in the Tang Dynasty, there appeared a large number of loan words related to the name of exotic products. For example:

Ping guo (apple), the original word is Sanskrit "Vimbara" or "Bilva" (Shi Youwei, 2000).

Bo cai (spinach), came from Nepal in the Tang Dynasty. The original word may be the name of a country which was called Palinga in this area (Shi Youwei, 2000).

Fa lang (enamel), came from the West Region in the Tang Dynasty. In the Ming Dynasty it was known as the "fa lan", then developed into today's cloisonné. The original word for Persian was "fārang" (Shi Youwei, 2000).

Dou kou (round cardamom), the original word may be Arabic "takur", related to the ancient port name "Takola" (Shi Youwei, 2000).

Ba ba means parrot. The popular name of the parrot is starling. "ba ba" is corresponding pronunciation of Arabic "babgha" or "babbaghā" (Pan Yunzhong, 1957).

From the spiritual level, influenced by the Central Asian culture, the Tang Dynasty introduced a large number of exotic forms of artistic expression, such as music, dance, theatricals and variety shows, etc.. And it produced numerous loan words. For example:

Da la gu, a kind of Qiuci instrument with large tympanum and short drum cavity, could be tapped by fingers, originating from Persian "tabūrah" (Shi Youwei, 2000).

Zhe zhi wu (Zhezhi dance), a kind of Persian style dance, was featured by bells on the body and swaying dancing (Shi Youwei, 2000).

Su mu zhe (Akuna matata), a kind of dance, came from the Western Regions (Shi Youwei, 2000).

In addition, during this period, exotic religions such as Buddhism, Manichaeism, Islam, Nestorianism and Zoroastrianism were freely spread in China. After going through the Han Dynasty and the successive dynasties like the Wei, Jin and the Northern and Southern Dynasties, some of them developed quickly, especially Buddhism. It reached its peak in the Tang Dynasty. Buddhism-originated foreign words occupied a larger proportion in the loan words in the Tang Dynasty, e.g. San mei (Samadhi), chan (dhyana), cha na (instant), luo han (arhat), pu sa (Bodhisattva), lun hui (cycle of rebirths), pu ti (bodhi), yuan man (satisfactorily), yin yuan (karma), ci bei (grace), fa men (initial approach to become a Buddhist believer) etc..

The characteristics of the open and inclusive era of the Tang Dynasty provided a fertile soil for the integration and the development of multi-ethnic culture, for the growing trade brought the seeds of different cultures into this land, which took root, sprouted and thrived.

IV. LATE QING DYNASTY TO THE REPUBLIC OF CHINA (A.D. 1840 - A.D. 1948): ANOTHER OUTBREAK OF LOAN WORDS

A. *An Overview of Trade before and after the Opium War*

Before the Opium War (A.D. 1636 - A.D. 1840), with the gradual recovery and stable development of the social economy, China's foreign trade was further developed, sea trade in particular. During that period, the number of trade ports, trade countries, merchant ships, import and export commodities and trade value were all on the rise. However, due to the political situation, the Qing Dynasty had to implement limited sea trade policy. Overseas trade activities were restrained by the strict management of the Cohong system and customs system. Until the outbreak of the Opium War (1840), China was forced to open to the outside world, but still in a half-closed state.

However, even in an incompletely open state, the Qing Dynasty's foreign trade was still in surplus state. At that time,

for the major trading power, Britain, the gap between China and Britain trade volume was particularly huge. Sino-British trade was almost equivalent to the import without exports (Xia Xiurui & Sun Yuqin, 2001). In order to reverse this unfavorable situation and make up for the huge trade deficit, the East India Company of Britain ignored the ban of the Chinese government and smuggled opium into China, and started the evil opium trade.

After the two Opium Wars, the trade relationship and status between China and the West changed dramatically. Furthermore, the economic invasion of the big powers gradually destroyed China's original self-sufficient natural economy, which led to the transformation of China from agricultural society to industrial society. Since then, China entered into an era teeming with turbulence and change.

B. Another Eruption of Loan Words

From the late Qing Dynasty to the Republic of China (A.D. 1840 - A.D. 1948), loan words reached the climax once again. In this time, the Chinese people both passively and actively accepted the penetration of industrial civilization and the impact of Western culture. On the one hand, the colonial activities imported a large number of industrial products into China, and it facilitated the activities of foreign businessmen and missionaries in China, which brought Western culture, science and technology, medicine, etc. into China. On the other hand, people gradually realized the importance of learning from the west to promote social change. From the initial reform to the subsequent revolution, Chinese intellectuals never stopped learning and introducing foreign advanced culture. As a result, loan words in this period involved many aspects, such as social life, cultural and political aspects, with prominent characteristics of modernization.

1. Social life

After the Opium War, a large number of industrial products dumped into China. At such a time when many daily necessities could only be produced in foreign countries, toward these products, Chinese people tended to add a word of "yang" (means foreign) in front of the name of these foreign goods, thus forming a series of descriptive loan words, e. g. Yang huo (match), yang yan juan er (cigarettes), yang che (Rickshaw) etc. (Luo Changpei, 1989).

It was evident that the influence of western trade on China was far more than that. With the introduction of industrial civilization and western social customs, a large number of loan words sprang up in daily life. For example, bai tuo (butter), shui ting (steam), ji pu (jeep), you mo (humor), mi si tuo (mister), mi si (miss), de lv feng (telephone), mai ke feng (microphone) etc. (Shi Youwei, 2000). These loan words were the sound imitation of the names of these products.

In addition, in the coastal areas, the important port cities such as Guangzhou and Shanghai, with the frequent trade with foreigners, English was frequently used. English as the representative of the western languages unavoidably infused into local Chinese dialects, and generated a special language. In Shanghai, as a "specialty" of communication in the east and west, "pidgin language" arose at the historic moment. The pidgin language compared with original English words was not standard. As a kind of mixed language it was largely influenced by the regional dialect pronunciation, e.g. Kang mu (come), gu (go), ye si (yes), na (no), bo la cha (brother) etc..

2. Cultural and political aspects

From the Westernization Movement to the reform movement of 1898 to the revolution of 1911, Chinese intellectuals had never stopped learning western culture and political system, and the object of study extended from Europe and the United States to neighboring Japan. In the late Qing Dynasty to the Republic of China, a large number of foreign works were translated into Chinese, covering science, medicine, economics, philosophy and political aspects. A great variety of theories and political ideas were introduced to China. There emerged a large number of loanwords, e.g. Wu tuo bang (utopia), luo ji (logic), tuo la si (trust), he er meng (hormone), a si pi lin (aspirin), wei ta ming (vitamin), de mo ke la xi (democracy), sai yin si (science) etc.. When translators failed to find equivalence in Chinese, they would borrow words by transliteration.

Moreover, compared with Japan which had already started the Meiji Restoration Movement, and had been studying Western achievements and language for many years, China lagged far behind. Therefore, Japan was regarded as the "transit station" for China to learn the West, for their internalization of Western culture was more mature than Chinese. Thus, at that time, a considerable part of the loan words were borrowed from Japan, which contained a large number of words related to the political system, e.g. She hui (society), guo ti (state system), li xian zheng ti (constitutional government), gong he (republic), feng jian zhi (feudal system), guo hui (congress), yi hui (parliament), zheng dang (political party), zhu yi (ism), xian fa (constitution), nei ge (cabinet), yuan lao yuan (senate), wai wu sheng (Ministry of Foreign Affairs), cai pan suo (court), jing shi ting (Ministry of public security), yi yuan (parliamentarian) etc. (Shi Youwei, 2000).

From the late Qing Dynasty to the Republic of China, China is in a historic turning point of civilization. The change and increase of foreign trade activities set off a new wave of loan words which cover almost every aspect of societal development and greatly enrich Chinese vocabulary.

V. CONCLUSION

In 1978, China has formulated the reform and opening up policy, which has been in existence for more than thirty years. During this period, China has set up a special economic zone, joined the World Trade Organization (WTO), and became the world's largest cargo trading country. In the process of China's integration with the rest of the world, a new

climax of loan words came again, especially with the emergence of “Internet” acting as a catalyst.

However, loan words also should go through the elutriation of time. After a certain length of time, some may be deserted and forgotten; some may be outdated and barely used in daily life; and some may be retained as part of Chinese vocabulary, fully assimilated by Chinese culture.

The review of Chinese loan words development along the timeline of Chinese history, from the Han and Tang dynasties to the late Qing Dynasty and the Republic of China and then to the present, although the background of each era is not the same, it is not difficult to find the similarity between them – each prosperity period of foreign trade is accompanied by a climax of loan words, with no exception.

No matter what era it is, when trade crosses the borders of the state, moving from one nation to another, trade is not merely a trade for exchanging goods or making money. Trade acts as a stepping-stone for opening to the outside world, and a link between different countries and nations. It creates opportunities for cultural exchange and political cooperation, but also makes it possible for political confrontation and cultural collision. All these eventually lead to the growth of loanwords. Thus it can be concluded that foreign trade activities have great impact on the generation and development of loan words.

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Research on the Influence of Internet on Extracurricular Learning and Life of English Major College Students

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Abstract—Informatization is one of the most important characteristics of the current era, Internet (including mobile Internet, called network for short in this paper) is an important medium of information dissemination, and its rapid development speed and penetration rate make the classroom life and extracurricular life of contemporary English major college students inseparable from network. Through the online questionnaire and field research for the influence of network on the extracurricular learning and life of English major college students in some universities in Chengdu, Leshan, Mianyang, Nanchong, and other regions in Sichuan, this paper makes a thorough analysis on the problems found, probes into the influence of network on the extracurricular study and life of English major college students and the consequence, and discusses how to use network to guide, serve and manage the extracurricular learning and life of English major college students.

Index Terms—Internet English, major College students, extracurricular learning and life

Internet technology in China has gone through the beginning, development and deepening stage since 1994, and it has had a profound influence on the way people think and act, especially on young students. Currently, in the university campus taking post-90s as the main body, network has become an important part of the study and life of English major college students; therefore, how to use network to guide, serve and manage the classroom life and extracurricular life of English major college students has gradually attracted the attention of today's educators. Based on this, the research group has invited 300 English major college students in some universities in Sichuan to participate in the research through online questionnaire and interview. The main content is to research the influence of network on the classroom life and extracurricular life of English major college students, and know the current situation of the influence of network on their classroom life and of extracurricular life. From the perspective of how to use network to improve and strengthen the management on the classroom life and extracurricular life of English major college students, this paper provides valuable opinions and suggestions for the study and life management of English major college students through the analysis on questionnaire and interview data.

I. SURVEY FOR THE INFLUENCE OF NETWORK ON THE EXTRACURRICULAR LIFE OF ENGLISH MAJOR COLLEGE STUDENTS

Questionnaire and individual interview are the main means for research team to collect information, conclusion is based on the questionnaire, and individual interview is the important reference in the process of data analysis. In order to ensure the comprehensiveness of the self-evaluation of English major college students, in the variable selection, problem design, trial investigation, revision, and other links of questionnaire, problem design includes positive evaluation and negative evaluation and the variables selected in the questionnaire meet the objective of the research team to ensure the objectivity and comprehensiveness of the self-evaluation of English major college students; the questionnaire is scientific and effective.

In the samples, the research group has selected four universities in Chengdu, Leshan, Mianyang and Nanchong in Sichuan, and has selected 51 English major college students from the Foreign Language Department of each university to participate in the online questionnaire and submit. A total of 204 students have participated in the online questionnaire and 204 questionnaires have been collected. The recovery rate is 100%. There are 198 effective questionnaires, and the effective rate is 97.1%. Among the students participating in the survey, 197 of them are Han students, and 25 of them are minority students; from the perspective of gender, 108 of them are boys (52.9%) and 96 of them are girls (47.1%); from the perspective of family origin, 74 of them are from the countryside (36.3%), 30 of them are from the town (14.7%), and 100 of them are from the city (20.4%); from the perspective of major, 115 of them are teacher-oriented English major college students (56.4%), and 89 of them are non teacher-oriented English major college students (teacher-oriented English major college students); from the perspective of grade, 52 of them are from Grade 2016 (25.4%), 49 of them are from Grade 2015 (24%), 59 of them are from Grade 2014 (28.9%), and 44 of them are from Grade 2013 (21.6%).

II. ANALYSIS OF THE INFLUENCE OF NETWORK ON THE EXTRACURRICULAR LIFE OF ENGLISH MAJOR COLLEGE STUDENTS

The research group uses SPSS18.0 to do the statistical data and combines the interview to do the analysis.

(1) Influence of network on the time arrangement of classroom life and extracurricular life of English major college students

Liu (2012) argues that extracurricular life is an essential part of college life for English major college students, and the extracurricular time is the time outside the classroom that English major college students can manage freely themselves. Among the 198 English major college students who have participated in the survey, 48.28% of them think their extracurricular time is abundant, and only 15.19% of them think their extracurricular time is not enough; 71.94% of them think they can arrange their extracurricular time properly, and 16.2% of them think they can't arrange their extracurricular time properly. So, has the network become an important part of extracurricular life of English major college students? As shown in Table 1, among the 198 English major college students who have participated in the survey, surfing the Internet occupies the most of extracurricular time of English major college students with a high proportion of 89.90%, far exceeding traditional reading (62.62%) and sports (22.22%), and English major college students spend an average of 10-18 hours a week on the Internet (as shown in Table 2).

TABLE 1
INFLUENCE OF INTERNET ON THE ARRANGEMENT OF EXTRACURRICULAR TIME OF ENGLISH MAJOR COLLEGE STUDENTS. COMPOSITION OF SAMPLE (N=198)

option	subtotal	proportion
Reading	124	62.62%
Part-time job	52	26.26%
Surf the internet	178	89.90%
Sports	44	22.22%
Entertainment	148	74.74%
Others	69	34.84%

TABLE 2
TIME OF ENGLISH MAJORS SPEND ON THE INTERNET EVERY WEEK(%)

option	subtotal	proportion
Under 7 hours	25	12.63%
7-13 hours	73	36.87%
14-21 hours	48	24.24%
More than 21 hours	52	26.26%

So, does the network have an influence on the extracurricular time arrangement of English major college students? The survey has shown that 49.79% of English major college students think that network has great influence on their extracurricular study and life arrangement, and only 7% of them think that network has no influence on their extracurricular study and life arrangement, so it can be seen that network really has an influence on the time arrangement of extracurricular study and life of English major college students.

(2) Influence of network on extracurricular learning and lifestyle of English major college students (including interpersonal communication)

1. Influence of network on extracurricular lifestyle of English major college students

Network has changed the way people live at an unprecedented rate since the 21st century. It can be seen from the questionnaire survey that English major college students are important part of society, and influenced by network, their lifestyle has undergone tremendous change. Chat tools have narrowed the distance between students, and they have replaced telephone, telegram and letter, and have become the main mode of contact among English major college students. Universities no longer only rely on traditional media to obtain information, but network can provide them with whatever information they want. Shopping mall is no longer the only choice to purchase living and learning goods, and with the rise of online shopping, English major college students can buy all kinds living and learning goods while sitting in their dormitories. Even knowledge is no longer just obtained through class, library, bookstore, and other ways, network can bring English major college students the knowledge that their teachers haven't talked about in class.

TABLE 3
THINGS THAT ENGLISH MAJORS ALWAYS DO ON THE INTERNET

option	subtotal	proportion
Chatting	144	72.7%
Listening to the music and watching movies	178	89.9%
Playing games	32	16.16%
We-chat	120	60.60%
Blog	135	68.18%
Reading news	154	77.77%
Shopping	156	78.79%
Searching information	155	78.28%
others	43	21.7%

2. Influence of network on way of interpersonal communication of English major college students

Network has shortened the distance between people, and the earth has become “global village”. As the most active group in society, English major college students generally have seen little of the world, their life experience is still shallow, the range of their interpersonal communication is still narrow, but of course their mode of contact and communication can be changed by network. English major college students can release and obtain all kinds of information through the network, and can also do long-distance discussion and communication with strangers. Network brings English major college students into the touch with the ethnic cultures, social customs and habits around the world, makes them understand different cultures, and enriches their life experience.

TABLE 5

option	subtotal	proportion
Connect with friends	187	94.44%
Make new friends	35	17.68%
Entertainment	124	62.62%
others	49	24.75%

(3) Influence of network on extracurricular study of English major college students

In extracurricular learning, English major college students pay more attention to the use of educational resources on the Internet. As shown in Table 6, 52.09% of students think the educational websites are good, and 43.11% of students think the teaching information on the Internet is rich; it updates in time, and its delivery is strong. Network has also changed the study way of English major college students, and it has become the first choice for English major college students to find learning materials. The survey has shown that in professional learning, 85.7% of students find the answer to the problem they do not understand through the network; only 21.5% of English major college students ask the teacher for help. The open teaching resources on the Internet expands the space for the autonomous learning of English major college students, and provides an independent learning platform for extracurricular learning; however, the current educational resources on the Internet still need to be strengthened. As shown in Table 7, 73.23% of English major college students think the resource supplement of extracurricular knowledge should be strengthened, and 63.13% of them hope to strengthen the construction of MOOC; therefore, the influence of network on the extracurricular learning of English major college students is becoming more and more prominent, and the influence is positive.

TABLE 6
ONLINE EDUCATIONAL RESOURCES CONSIDERED BY ENGLISH MAJORS(%)

option	subtotal	proportion
Lack of variety and quality	36	15.32%
Still have some good educational webs	113	48.09%
Rich of teaching information,update in time with strong interactivity	59	25.11%
Little attention has been paid to this aspect	27	11.49%

TABLE 7
THE ASPECTS SHOULD BE STRENGTHENED IN THE EXISTING ONLINE EDUCATIONAL RESOURCES IN ENGLISH MAJORS' MIND(%)

option	subtotal	proportion
Scientific research	82	34.89%
Skill	130	55.32%
Extracurricular knowledge	145	73.23%
Speech and eloquence	129	54.89%
Web-based learning(MOOCs)	125	63.13%
Interaction	125	63.13%

(4) Influence of network on extracurricular activities of English major college students

Does network have an influence on the extracurricular activities of English major college students? As shown in Table 8, 64.14% of English major college students think network has great influence on their extracurricular life, and only of them think network has no influence on their extracurricular life. The rapid development of network technology and tremendous amount of information provides various choices for the extracurricular life of English major college students. As shown in Table 9, 54.26% of interviewees think the network enriches their college life, 25.76% of English major college students think network can help them develop personal interests, and all of these can promote the professional learning of English major college students, enrich the extracurricular life of English major college students and develop their personal interests.

TABLE 8
EVALUATION OF THE INFLUENCE OF INTERNET ON EXTRACURRICULAR LIFE OF ENGLISH MAJORS(%)

option	subtotal	proportion
No impact	5	2.52%
Affect to some extent	82	41.41%
Have some influence	127	64.14%
Have a great influence	21	64.14%

TABLE 9
THE ROLE OF NETWORK IN EXTRACURRICULAR ACTIVITIES FOR ENGLISH MAJORS

option	subtotal	proportion
Facilitate learning	40	20.20%
Enrich the English major university life	107	54.26%
Develop personal interests	51	54.26%

(5) Negative influence of network on extracurricular life of English major college students

Everything has two sides, computer network is no exception, it is a “double-edged sword”, and it also has negative influence when enriching the extracurricular life of English major college students. As shown in Table 10, 48.98% of students express that network has great negative influence on their extracurricular life, and only 4.04% of students think network has no negative influence on their extracurricular life.

TABLE 10
DOES THE INTERNET HAVE A NEGATIVE IMPACT ON THE EXTRACURRICULAR LIFE OF ENGLISH MAJORS?

option	subtotal	proportion
Have a great influence	97	48.98%
No impact	8	4.04%
Affect to some extent	50	25.25%
There is a clear distinction between the Internet and reality	42	21.21%

So, what negative influence does the network have on English major college students? As shown in Table 11, 88.88% of students think that network causes poor academic performance and neglect of study. And 68.18% of students think network has an influence on their interpersonal relationship, thus it can be seen that English major college students have realized the negative influence of network.

TABLE 11
ENGLISH MAJORS ARE OBSESSED WITH THE MAIN NEGATIVE EFFECTS OF THE INTERNET

option	subtotal	proportion
Sleep disturbances	176	88.88%
Desalination of relationships	135	68.18%
Produce negative morals and values	68	34.34%
Neglect their studies	145	73.23%

III. STRATEGY AND SUGGESTION

Through researching the current condition of the influence of internet on extracurricular learning and life of English major college students, this paper aims at the existing problems, combines internet’s characteristics, the characteristics of English major college students, and the practice of their extracurricular learning and life, and focuses on how to improve the management of extracurricular learning of English major college students to put forward the following strategies and suggestions.

(1) Enhance psychological guidance and promote of English major college students to manage their extracurricular learning scientifically

It’s surveyed that most of university students’ mentality is weak. In the work, colleges and universities have put the psychological health education of English major college students in very important position. The educators in colleges and universities should enhance the psychological counseling of English major college students, and encourage and spur on them, building an effective communication platform between the teachers and students. Based on the psychological characteristics of university students, psychological curriculum and a series of lectures should be initiated to carry out individual psychological counseling actively, so as to let students know themselves in the activities like Peer Counseling and learn to adjust themselves, and prevent them to only seek for comfort from virtual network when they meet difficulties and setbacks. Through the implement of a series of “Three Go” activities, English major college students should be guided to go out of the dorm, get off from the internet and go to playground, and manage extracurricular time scientifically.

(2) Make use of the internet effectively and set up information platform of extracurricular life of English major college students

Traditional educational methods cannot meet the studying and living demand of English major college students. Network education is fit to establish the studying environment of constructivism, can offer more enough information to the establishment of knowledge, meets the requirements of individualized learning, and provides better condition of extracurricular cooperative learning to English major college students. The educators in colleges and universities should understand network education correctly and make campus network play a role in teaching through lively activities fully, and set up different professional websites aiming at different educational content, increase the qualities of knowledge, practice and interest, and make campus network become a communication platform between teachers and students or students and students on morality, study, thought and emotion. For example, the construction of Yiban network and

Mooc not only enriches extracurricular life of English major college students, builds new educational carrier in campus and eliminates the communication barriers existing in traditional education, achieves to know yourself as well as the enemy and offers reference to next educational work, and but also provides practical platform to English major college students, makes them manage their extracurricular time reasonably, and extends the channels of extracurricular learning.

(3) Make full use of network information technology to train basic English skills

English majors must constantly train their basic skills in listening, speaking, reading and writing. David (2004) argues that nowadays internet still has a lot of valuable websites and applications which can help students improve their English abilities. We can use information technology to help us correct English mistakes. Correct our pronunciation mistakes by using the recording software and imitate sounds by listening to the audio of native speakers online will be the best way for English majors to improve oral English. Some apps will also give students a chance to use small time to learn vocabulary as well as grammar. Make full use of network information like BBC News will train basic English skills.

(4) Use the Internet to learn the Chinese traditional culture in cross-cultural communication

In the tide of globalization, it is necessary for students to master English and use the Internet to learn our traditional culture in cross-cultural communication. However, mother tongue should not be weakened and sacrificed at the expense of foreign language teaching. Zhang (2003) argues that learning our traditional culture in the mother tongue can make us feel familiar and have a better understanding of traditional Chinese culture. Therefore the use of bilingual is the best learning mode which can improve our foreign language ability and meet the requirements of Chinese traditional culture communication to the contemporary students.

In English, there are a large number of Western religious culture, such as the Bible, which is considered as the best English learning materials, is derived from the profound cultural connotation. As a matter of fact, Confucianism and Taoism in China also have a great influence on the culture. Mark (2000) argues that by reading these books online, we can have a better understanding of the differences between these two languages. Then we can improve the ability to control the language and the use of accuracy. For example, Dragon has the totally different meaning in the eastern and western cultures. In China, dragon is the symbol of national totem. But in the West, it represents the evil forces. From this we can see, we cannot deny the fact that cultural comparison is attached great importance. Only by cultural comparison can help us understand the language environment and improve the accuracy of English application. So we have to use the Internet to search more information about different culture.

Furthermore, on the internet there are a lot of English films and documentaries about Chinese culture nowadays, such as *Wild China*, *Chinese on the Tongue*. Zhang and Wei (2012) argues that these co-product with the standard Chinese and English give a clear view on Chinese social and economic culture as well as natural landscape. These correct English expressions interpreted various Chinese cultural elements. In order to expand the students' knowledge and accurately expressions, students should be recommended to read some specific English works about Chinese culture and some of the classic Chinese literary works of the English version online. We can find the English version on the Internet as our learning materials to improve our ability in cross-cultural communication.

As the mainstream of oriental culture, Chinese culture will be more and more concerned. Cultivating students' ability to express Chinese culture in English is of great significance both for cross-cultural communication and social reality. Therefore, explaining Chinese cultural in English teaching, training students' language skills, nurturing national spirit, improving the quality of the national culture, enhancing national self-esteem, self-confidence and pride, will let students maintain their own cultural identity in intercultural communication and realize the real cross-cultural communication. We should use the internet to help us learn the traditional Chinese culture in cross-cultural communication

(5) Refine Internet environment and spread positive energy's Internet culture

English major college students' self-control ability is weak, the educators in colleges and universities should enhance the management of on-line behaviors of English major college students, should help them to understand that internet is just a method of helping them to study and live through daily education and analyze the advantages and disadvantages of internet, and should guide students to manage their on-line time reasonably and make them surf the Internet meaningfully. Chen (2007) argues that the government and society should establish sense of duty and filter the information which is released on the Internet. The whole society should enhance the construction of Internet system, build good internet environment and establish healthy, civilized and positive-energy Internet culture with joint efforts, making English major college students accept the positive influence of Internet better.

(6) Build campus culture, enrich the extracurricular life content of College Students

The school environment is one of the most important places for college students after school. Zhu (2008) had said with deep feeling: "the real valuable thing for college students is his living environment." (p.29). Schools should provide students with a beautiful campus environment, and create a harmonious atmosphere of campus culture, so that students feel the spirit of the university. Zhang (2013) argues that colleges and universities should intensify the construction of the second classroom and carry out rich and colorful campus cultural activities on campus. At the same time, they should carry out a high level of academic science and technology competition to promote competition practice, arouse students' interest in academic research, encourage students to participate in extra-curricular scientific research through the network competition and employment activities, mobilize the initiative of students and improve their overall quality.

The network has both advantages and disadvantages for college students. If we use it correctly, it will benefit us. If

we use it improperly, it will make us fall into an abyss and we can't even extricate ourselves. As college students, college life is the best time to learn knowledge and get into touch with new things. At this stage, students need to master a lot of information to enrich themselves. Li (2012) argues that the network is the source of these information and the best way to obtain information. Network allows students to learn a lot of knowledge which we can not learn in the books. But if students indulge in online games, it will therefore delay study. English majors students can relax themselves by surfing the internet properly and more time should be used to collect information and acquire new knowledge by using the Internet.

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Pragmatic Knowledge and Its Reflection in ESP Textbooks: The Case of Unauthentic Textbooks

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Abstract—Textbooks play a crucial role in language teaching particularly in English as a foreign language (EFL) classrooms since they are considered as an important and primary source of linguistic input. EFL textbooks are expected to develop EFL students' knowledge, no difference in linguistic or pragmatic competences (Gholami & Mahboobrezaei, 2011). As some scholars believed pragmatics is the fifth skill in language learning, then, it is essential to incorporate it like an integral component of EFL textbooks. However, there exists little knowledge on how well pragmatic perspectives of language are taken into consideration in expanding EFL textbooks generally and Iranian English for specific purposes (ESP) textbooks particularly. In fact, ESP textbooks are written by non-native authors and are considered as unauthentic textbooks. This study, therefore, attempted to explore pragmatic knowledge incorporation into ESP textbooks that have been published for computer engineers by SAMT publication as university textbooks. This study was also an attempt to investigate the frequency and rate of 'politeness principle' and 'irony principle' from the subcategories of inter-personal rhetoric as the umbrella term in two textbooks in the field of psychology. Book A was an authentic book written by natives for native speakers; however, book B was written by Iranians writers for Iranian university students (SAMT book). This paper then presented some results abstracted from the whole research project. EFL teachers and researchers whose professional and academic interests lie in syllabus design and ESP field may benefit from the findings of the study.

Index Terms—pragmatic competence, English for specific purposes, politeness principle, irony principle

I. INTRODUCTION

In the real world, many English as a second language (ESL) instructors and/or English for specific purposes (ESP) developers are not provided with enough time to conduct needs analysis, do research on materials and develop educational materials. There are lots of texts which claim they regard the needs of ESP courses. Three features common to ESP courses have been identified by Carter (1983): a) authentic material, b) purpose-related orientation, and c) self-direction.

Also, in Dudley-Evans' (1997) viewpoint, ESP should be supplied with an intermediate or advanced level and authentic learning materials should be perfectly possible for ESP students. It is worth reminding that the utilization of authentic content materials- modified or unmodified in form- are actually a characteristic of ESP, especially in self-directed study and research tasks. The term authenticity points to the use of basic and genuine materials in the classroom. Wang and Choi (1995) describe authentic materials like follows:

... materials used in genuine communication in the actual world, and not particularly prepared for the teaching and learning of English. Instances of such materials consist of written and audio-visual materials from the media, materials used in the occupations, and even textbooks of other subject. (p. 318)

The reason behind the use of authentic materials is that through the application of natural language the acquisition of linguistic items are, in fact, enhanced. The use of naturalistic language mediates as a stimulus to further motivate the learning process. As it is axiomatic, one of the linguistic items that should be learned and instructed naturally is pragmatic acquisition within natural discourse and through authentic instruments. The discourse study is not limited to only one specific discipline; however, it is applied in a variety of disciplines including *anthropology*, *sociology*, *sociolinguistics*, and *social psychology* (Demo, 2001). Therefore, discourse analysis takes multiple theoretical and analytical approaches and perspectives as its basis such as pragmatics, ethnography of communication, speech act theory, and conversation analysis, to name but a few (Schiffrin, 1994 cited from Demo, 2001). Although emphasizing different dimensions of language use, they all regard language as social interaction. For instance, politeness principle, as one of the pragmatic subcategories, should be used and implemented in textbooks and instructional means of communication.

The notion of politeness structure is one of the relevant issues in interlanguage pragmatics, especially in textbooks. The concept of politeness is a universal, social and linguistic phenomenon, and it has been the center of increasing attention and interest in the last decades. Politeness is generally considered as an integral and essential controlling mechanism in human interaction (Huang, 2007). As Longcope (1995) mentions, due to the significant role of politeness in the language we use, partners taking part in the communication consciously or subconsciously started to pay attention to certain variables which determine the form that the language will take while interacting. One of the scholars that studied these variables under the rubric of 'face' was Goffman (1955). He described 'face' like "the positive social value an individual effectively maintains for himself by the line others suppose he has taken during a special contact" (p.45).

Brown and Levinson (1987) studied politeness making use of Goffman's (1955) sociological idea of face. According to Brown and Levinson (1987), theory of politeness consisted of three fundamental notions which comprise 'face', 'face threatening acts', and 'politeness strategies'. According to Renkema (1993), "five feasible strategies for performing FTAs were summarized according to their linked level of face threat which, in exchange, may echo the level of politeness: 'Do the FTA on record without redressive actions (the least polite)'; 'Do the FTA on record with redressive actions focusing on positive face'; 'Do the FTA off record'; 'Don't perform the FTA' (the most polite strategy)" (p. 79).

It is clear that as the number of professionals in different occupations increases, the importance of having a comprehensive knowledge of English as a lingua franca increases as well. This understanding becomes outstandingly central in international contexts (Louhiala-Salminen & Kankaanranta, 2010). As a result, following the politeness principle and using its various structures can uniquely attribute to the performance of successful co-operative social interaction and negotiation of meaning. One of the great impacts of engaging with the politeness strategies and the correct use of them can be attributed to the success of university students in communicative interactions. Also, it results in minimizing any conflict and confrontation emerged from linguistic or cultural mismatches. The reason for mentioning the university students is the nature of the current research. As it is clear, different instruments like internet, e-mails, PDFs and textbooks are used in the classrooms for university students; however, nothing can take the place of textbooks in the instructional settings and nobody can neglect their importance.

The insufficiency of research studies in assessing ESP textbooks based on politeness markers is something that cannot be neglected. No one can ignore the importance of the meaning of politeness in the realm of international communication, which empowers the need for doing research in this area. The current study sought to investigate the politeness markers in the authentic versus unauthentic ESP text books in order to find a model of these politeness markers in textbook communications.

II. REVIEW OF THE RELATED LITERATURE

It is generally supposed that university students are mature and have the world knowledge to some degrees. Therefore, the use of artificial language does not make sense to teach; it is better to use authentic language. That is, the kind of materials that are used naturally among native-speakers for real-life purposes. Sometimes, it is difficult for language teachers to choose what to teach. However, it is better to choose the topics from real world events that occur every day. Wang and Choi (1995) pointed out that "... the authentic materials selected by the teacher act like a stimulus to thinking, and help to draw out issues in contemporary events for discussion"(p. 319). Clearly, in non-native countries the students are mostly unfamiliar with the correct and appropriate use of English language. Therefore, the use of authentic materials can bridge this gap and mediate as a stimulus between the classroom and outside world.

According to Widdowson (1983), appropriacy to the learner's needs and purposes for learning is the criteria for a text to be authentic. In his idea, there is a difference between genuineness and authenticity. As a matter of fact, genuineness is a feature of the text itself and a perfect quality. In comparison to genuineness, authenticity is a characteristic representing the link between the text and the reader's suitable response. In a resembling vein, other writers put forward a difference between the ideas of text authenticity and learner authenticity. The former is described according to the origin of the materials, that is, the texts were originally written for real-life communicative purposes. Consequently, such passages may often be complicated in that they are non-simplified and upgraded according to their conceptual and linguistic difficulty (as mentioned in Spector-Cohen, Kirschner, & Wexler, 2001). Learner authenticity is described according to the learner's interaction with the text. "Due to their intrinsically communicative quality, textually authentic materials tend to possess more potential for being made learner authentic than textually unauthentic materials" (Yuk-Chun Lee, 1995, p. 324).

Pragmatics in general and teaching pragmatic competence in particular have been considered like a holistic section of learning and teaching a language, and it has been thoroughly studied (Bardovi-Harlig, 1996; Bardovi-Harlig & Griffin, 2005). Teaching pragmatic in interpersonal as well as in textual communication, according to the sociocultural rules that govern communication from different aspects like speech acts and politeness principle in a given speech community, is a valuable tool to make learners aware of what is essential within a culture and how this is communicated.

Different researchers working on the textbook evaluation like Bardovi-Harlig (1996) claimed that many textbooks tend to provide little opportunity for learning L2 pragmatics for university students as a result of textbooks' commercial nature. This is due to the fact that many textbooks either do not present politeness principle, or they present politeness principle without clear view and reliability.

Bouton (1996) investigated the disadvantage of the textbook he taught. The textbook rarely presented the invitations in the form they are in published native speaker's (NS) corpora. In another study, Han (1992) found that the Korean ESL learners responded to the compliments with 'thank you'. The reason was that in Korean ELT material they learned 'thank you' was the only correct way to respond to a compliment.

Vinagre (2006), conducting research in an e-communication setting, discovered that the way of "using politeness strategies by collaborative email partners could aid them conquer the existing threat to each other's negative face" (p. 1030). The participants of the study were eleven ESL students and their partners. Their introductory email exchanges were analyzed in terms of the politeness strategies. The author expected that the participants made use of negative politeness strategies; rather, they utilized a noticeable amount of positive strategies, particularly those linking to 'claiming common ground', 'assuming or asserting reciprocity' and 'conveying cooperation'. Vinagre concluded that through the use of these strategies the interlocutors seek solidarity, convergence and cohesion.

In another study in an e-communication setting, Nall (2004) researched a total of 12 emails sent by Chinese vendors to a U.S company. The investigator used Brown and Levinson's (1978) politeness framework to scrutinize the FTA strategies utilized by these Chinese vendors. The outcomes illustrated that the Chinese vendors showed a diverse opinion toward FTA, an opinion which was not in line with Brown and Levinson's (1978) pattern. The study suggested that using reliable and authentic writings corresponded with business writing standards and simplifying differences in textual criteria are the essential components of any EFL/ESL teaching business corresponding.

Although almost all of the studies in textbook evaluation have been conducted in ESL contexts, some of them have taken place in EFL settings like in Iran. For example, Tavakoli (1995) studied the language functions in the dialogues utilized in the English textbooks of Iranian senior high schools. The findings revealed that out of five different kinds of language functions, only three of them were used in the texts, namely representative, directive, and expressive. Commissive and declaration were, however, the least frequent ones.

Very lately, Soozandehfar and Sahragard (2011) analyzed the conversation parts of Top Notch Fundamental textbooks from the pragmatic outlook of language functions and speech acts. The findings showed that the conversations in these newly-published textbooks were not pragmatically reliable. 'Interchange Books' (2005), as broadly utilized in Iranian foreign language teaching Institutes, were studied by Koosha and Dastjerdi (2012). The outcomes of the study showed that "the series failed to comprise materials which are required for conceptual and face saving communication when resort to different types of requests was needed" (p.58).

Considering inadequacy of research studies in evaluating ESP textbooks based on politeness markers, the present study sought to investigate the politeness markers in the authentic versus unauthentic ESP text books in order to find a pattern of these politeness markers in textbook communications. To do so, the study aimed at answering the following question:

- 1) What is the range of politeness principles and how are they distributed in the textbooks in question?

III. METHOD

A. Context

The present study was conducted in an Iranian EFL setting where English language instruction constitutes a total of two to three hours per week in secondary and high schools as well as in pre-college courses. In addition to Persian, as standard language, and Arabic, as religious language, Iranian Ministry of General Education identifies English as an essential course due to the reality that its present status like an international language of communication, a critical device of instruction, and language of science is of high value. Also, English is known in the 7th year of public school system and is taught throughout the remaining years in universities during BA, MA, and PhD courses (Taghizade Mahani, 2012). Furthermore, there is a powerful emphasis on English in the Iranian higher education schedules by all private and state universities (Shoarinejad, 2008; Shokouhi, 1989). English is the device of instruction at English departments proposing English language teaching, English language and literature, and English translation programs; however, other departments suggest courses of Basic English, General English, and English for Specific Purposes (ESP). As cited before, English is particularly common in universities as English for academic purposes (EAP) and ESP courses.

B. Materials

For the aim of this study, two of three New Interchange books (II and III) written by Jack C. Richards (2005) were chosen. They are one of the most popular books and are utilized in many countries for teaching English as a second/foreign language (EFL/ESL), and also they are used as EAP courses in the universities. 'New Interchange I' was removed from the study since the researchers tried to create equity and balance in the number of textbooks. The aim of choosing these textbooks was that these kinds of textbooks which have been written by native authors in native context are considered as authentic textbooks. Also, two unauthentic textbooks were chosen. They were 'Reading through reading: General English for university students' by Minoovarzar, Hossein Farhadi and Parviz Mafton, and 'Reading for General English' by Farideh Pourgive. They are called unauthentic since they are written by non-native authors based on their own context and cultural norms. These textbooks are published by SAMT Publications which is a trusted and highly valuable publication center in Iran. Each New Interchange book consists of 16 units. General English

textbooks, i.e. unauthentic textbooks, consist of ten and eight units, respectively. The politeness principle in all of these four books was analyzed.

C. Data Collection Procedure and Analysis

The nature of this study was mainly qualitative in that no special statistical analyses were needed. Therefore, the entire analysis of the present study was done by calculating frequencies and percentages of the politeness principle included in Interchange books (II and III) as authentic textbooks and general English textbooks as unauthentic textbooks. The analysis process was based on the taxonomy of politeness structure proposed by House and Kasper (1981) which includes 11 categories as follows (Alemi & Razzaghi, 2013, pp. 112-113):

1) *Politeness markers*, by which they imply expressions added to the utterance to ‘show deference to the addressee and to bid for cooperative behavior’. The most clear instance of a politeness marker in English is please, but there exist others, e.g., if you wouldn’t/don’t appreciate, tag questions with the modal verb will/would following an imperative function (Close the window, will you/would you?), and so on.

2) *Play-downs*, by which they understand syntactic tools which ‘tone down the perlocutionary effect an utterance is likely to possess on the addressee’. These are then subcategorized into five subdivisions which in reality boil down to the following four: use of the past tense (I wondered if ..., I thought you might ...), progressive dimension together with past tense (I was wondering whether ..., I was thinking you might ...), an interrogative including a modal verb (would it be a good idea ..., could we ...), a negative interrogative including a modal verb (wouldn’t it be a good idea if ..., couldn’t you ...).

3) *Consultative devices*, by which they understand structures which look for containing the addressee and bid for her/his cooperation, e.g., Would you mind ..., Could you ...

4) *Hedges*, by which they understand the avoidance of giving an exact propositional content and leaving a choice open to the addressee to dictate her/his own intent, e.g., sort of, kind of, somehow, more or less, rather, and what you have.

5) *Understaters*, which is a means of expressing the propositional content of the utterance by a phrase functioning like an adverbial modifier or also by an adverb itself, e.g., a bit, a little bit, a second, a moment, briefly.

6) *Downtoners*, which ‘adjust the effect’ of the speaker’s utterance, e.g., just, simply, possibly, perhaps, really.

7) *Committers*, which decrease the degree to which the speaker confines her/himself to the propositional content of the utterance, e.g., I think, I believe, I guess, in my idea.

8) *Forewarning*, which is a strategy that could be recognized by a developed range of diverse structures in which the speaker makes some sort of metacomment on an FTA (e.g., pays a compliment) or applies a commonly accepted principle which s/he is about to defy, etc. (e.g., far be it from me to criticize, but ..., you may find this a bit boring, but ..., you’re perfect at solving computer problems).

9) *Hesitators*, which are pauses replete with non-lexical phonetic material, e.g., er, uhh, ah, or are examples of stuttering.

10) *Scope-staters*, which define a subjective outlook about the state of subjects referred to in the proposition, e.g., I’m afraid you’re in my seat, I’m disappointed that you couldn’t ..., it was a shame you didn’t ...

11) *Agent avoiders*, which point to propositional utterances in which the agent is quelled or impersonalized, thereby deviating the criticism from the addressee to some generalized agent, e.g., passive structures or utterances like people don’t do X.

This 11-category taxonomy was utilized as a framework of the analysis. Any of the four textbooks, varying from authentic to unauthentic, was analyzed on the basis of these categories. In order to facilitate understanding, each politeness structure was given a code similar to Alemi and Razzaghi’s study (2013). Politeness markers (PM), play-downs (PD), consultative devices (CD), hedges (H), understaters (UN), downtoners (D), committers (C), forewarnings (F), hesitators (HS), scope-staters (S) and agent avoiders (A). The data was collected from the above-mentioned textbooks and the frequency analysis was utilized to research the number and the kind of any politeness structure. The aim was to express a model of politeness markers in these textbooks utilized in ESP.

IV. RESULTS

In order to answer the research question of the study, data were analyzed by comparing the politeness markers in the two groups of books in questions. As can be seen in Table 1, the number of politeness principle used in New Interchange series is more than that of general English textbooks; that is, the total number of politeness principle in the two New Interchange series is 299, while this number is 103 in unauthentic textbooks, which is about three times less than the number of politeness in New Interchange series.

TABLE 1
FREQUENCY OF POLITENESS PRINCIPLES IN TEXTBOOKS

Textbooks	frequency	Total
New Interchange II	110	299
New Interchange III	189	
Reading through reading	68	103
Reading for General English	35	

As it is obvious, one can claim that the general English textbooks are not communicatively-adapted and, consequently, they are not conversation-based. The politeness principles analyzed in this investigation are the ones utilized in conversations and reading sections which are included in each unit. For example, in New Interchange II and III, the number of politeness is 110 and 189, respectively; however, this number in 'General English for university students' is 68 and in 'Reading for General English' is 35. This indicates that the New Interchange series are more suitable for teaching pragmatics and communicative functions of English. Figure 1 clarifies the results.

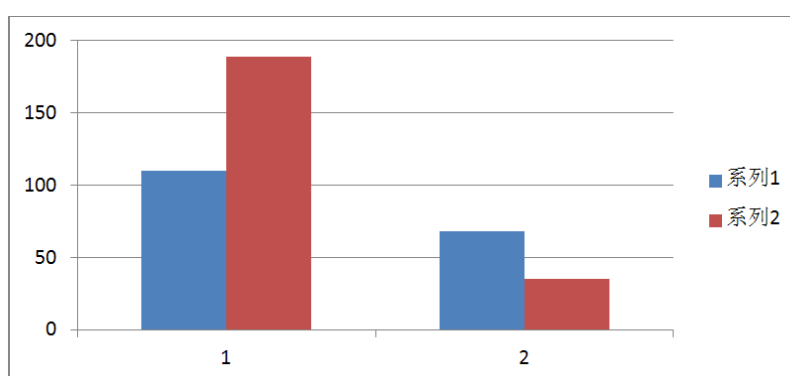


Figure 1. Frequencies of politeness principles in authentic and unauthentic textbooks.

1: authentic textbooks
2: unauthentic textbooks

As mentioned before, the aim of this study was to investigate the frequencies of politeness structure based on House and Kasper's subcategory (1981). Table 2 shows the analysis of the frequencies of the politeness structures, any politeness structure as coded previously is shown in the row and the left column of the table expresses the name of authentic and in-authentic textbooks.

TABLE 2
FREQUENCY AND PERCENTAGE OF POLITENESS MARKERS

	PM	PD	CD	H	U	D	C	F	HS	S	A	Total
New Interchange II	3	2	6	3	8	11	9	23	41	2	2	110
	3%	2%	5%	3%	7%	9%	8%	20%	37%	2%	2%	
New Interchange III	5	4	4	3	4	8	10	39	84	9	12	189
	3%	2%	2%	1.5%	2%	4%	5%	19.5%	50%	5%	6%	
Reading through reading	2	7	24	1	1	3	1	7	14	3	5	68
	3%	10%	40%	1.5%	1.5%	5%	1.5%	10%	21%	5%	8%	
Reading for General English	2	3	11	1	1	3	1	3	5	2	3	35
	6%	8%	33%	3%	3%	8%	3%	8%	14%	6%	8%	

As can be viewed in the Table above, there exists a considerable difference according to the differences and frequencies of the politeness structures in the conversations. A sum of 299 politeness structures were utilized in authentic textbooks particularly in the conversation and reading items. Out of these, F and HS were the most frequent ones in authentic textbooks. From total of 103 politeness structures took place in unauthentic textbooks, CD and HS were the most repetitive ones.

V. DISCUSSION

The present study tried to highlight the inclusion of politeness structures in the ESP text books ranging from authentic to unauthentic. In this study, House and Kasper's (1981) politeness structure taxonomy was utilized as a pattern for analyzing the number and kinds of politeness structures in the above-mentioned textbooks. After finding and analyzing reading and conversations sections of textbooks, the total of 299 politeness structures in authentic textbooks and 103 structures were found in unauthentic textbooks. Although all eleven politeness structures stated in House and Kasper's (1981) taxonomy were found in the textbooks, they had different rates and frequencies. For example, S, U and D were the lowest in frequencies in unauthentic textbooks. But S and A were the lowest in frequency in New Interchange textbooks. The least frequent politeness strategy found to be hesitators. In fact, in each textbook it took place just 3 or 1 time/s in total. It was represented in the textbooks in the form of 'um and'

The present study is to some extent in harmony with Alemi and Razzaghi's (2013) study. However, the frequency of different subcategories of politeness structure is different. As mentioned before, in Alemi and Razzaghi's study, the least frequent structure was hesitation because in reading and conversations, that are in the form of text, this structure cannot be represented well; however, in listening part and in conversations the structure can be represented clearly. "This strategy which is a very important strategy in conversations expresses the uncertainty and hesitation of a speaker in what to say next or how to express his/her utterance" (Alemi & Razzaghi, 2013, p.115).

VI. CONCLUSION

Along with the widespread nature of the globalization, the appeal of cross-cultural communicating is increasing. It demands that important strategies and structures for inter-personal and inter-textual communication be taught and pointed out in classroom. One of such structures is 'politeness principle'. Textbooks as critical and important tools of communication should consider this important point and should not ignore it as well. As it is clear interaction takes place between native-native and non-native-native. However, as Louhiala-Salminen (2002) and Taillefer (2007) stated, nearly 70% of communication occurs with non-native partners. This outcome reveals the value of knowing the cultural setting and strength of any partner so as to succeed in communication. The capabilities of the EFL learners as well as ESP university students to decipher the cross-cultural diversities and making a stability between themselves and foreign cultures are the components that can guide them to a highly successful communication. Politeness, like one of the most crucial elements of social interaction, is capable of playing the role of a mediator which can minimize interpersonal frictions and establish empathy and rapport. Mishandling communications, either by neglecting the nuance of social norms and rules in the other persons or employing inappropriate amount of politeness, can result in interpersonal disturbance and lead to failure in communication. It follows that a high standard textbook in terms of culturally profound and comprehensive is able to provide a good cultural outlook for the learners of that particular language.

As the concentration of this study was on the analysis of the ESP textbooks, varying from authentic to unauthentic ones, it investigated to shed light on the value of one of the main dimensions of successful communication, known as *politeness strategies*, which should be highly regarded as a necessary point in every communication, particularly in ESP courses. Denying politeness strategies may result in misconception, communication breakdown, and severe failures in communication. Then, assessing ESP textbooks is an crucial concept and it is useful for teachers because textbooks are one of the basic tools for teaching and learning and can be influenced by many criteria such as teachers' approaches, instructional positions, students' preferences and other environmental criteria.

The current study carries two basic practical inferences. The first inference is for the ESP textbook designers who are responsible for writing and developing textbooks' materials which are able to profit their readers and can be regarded as a basic informational resource for them. It is axiomatic that culture and language are so interrelated that understanding what people define needs a perfect knowledge of the cultural contexts and cultural norms working within those contexts. Culture is mixed with personality models of persons and it can frame the communicative styles of its members (Isik, 2003). Having a proper interpretation of target language's culture is vital for the learners. Thus, what material and textbook developers require is inclusion of a sufficient amount of the knowledge of the target language's culture in their materials and textbooks. This point would be more necessary for ESP textbooks and material designers because the ESP students require to expand a communicative competence in cross-cultural contexts, and if they could not achieve this capability, they would face with a lot of communicational deficiencies and challenges. Consequently, the task of textbook designers is very breath taking and demanding since they should write textbooks and materials which are highly rich according to both language and cultural dimensions, and can explicitly focus on the needs of its learners. The outcomes of this research can aid them expand materials that can portray the complicated nature of cross-cultural communication.

ESP has also inferences for teachers who use ESP textbooks and resources such as the major source of their instruction (Alemi and Razzaghi, 2013). They believe that the cultural and pragmatic perspectives of the target language should be closely considered by ELT teachers. Incorporation of cultural and pragmatic issues into classroom context and activities to raise learners' awareness of such outstanding issues needs teachers to use a range of instructional techniques and methods. In this way, instruction of cultural points, either explicit or/and implicit, is highly suggested in a way that a value of the cultural varieties and similarities between the target language and the learners' native language is broadened by the learners. Among a range of cultural points, politeness strategies like one of the basic characteristics of intercultural communication and interactional negotiation should enjoy a high rank in EFL teachers' instructional agenda. Also, the teachers require to teach howness, whenness, and whyness of the application of these politeness strategies to EFL learners (Alemi and Razzaghi, 2013).

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