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Learning Styles and Motivations for Practicing English as a Foreign Language: A Case Study of Role-play in Two Ecuadorian Universities

Jhonny S. Villafuerte

Universidad Laica Eloy Alfaro de Manabí Manta, Ecuador;
The Basque Country University, Bilbao, Spain

Maria A. Rojas

Universidad Técnica de Machala, Machala, Ecuador

Sandy L. Hormaza

Universidad Laica Eloy Alfaro de Manabí Manta, Ecuador;
Universidad Católica de Murcia, Spain

Lourdes A. Soledispa

Universidad Laica Eloy Alfaro de Manabí Manta, Ecuador;
Universidad de Rioja, La Rioja, Spain

Abstract—This action research studies the Ecuadorian university students' learning styles and motivations to practice English as a Foreign Language through Role-play. The sample is composed of 158 students from two national universities located in the Coastal region of Ecuador. They took part of Role-play practices in the English as a Foreign Language course during 2016-2017. The instruments applied were the Social Software Survey Used with Undergraduate Students; and a questionnaire designed ad hoc, by the research team named Likert Questionnaire Learners' Motivations for Practicing English through Role-play. The results show participants' openness to cooperative learning and task-based learning. It is concluded that the learning styles that participants prefer is working in groups; situation that favours the implementation of English as a foreign language practices through role-play.

Index Terms—English language, Motivation for learning, higher education, role-play, Ecuador

I. INTRODUCTION

To Jacobs and McCafferty (2006) acquiring a foreign language improves professional's competences in any field of knowledge. Thus, Ecuadorian university students ought to reach a proficiency level of a foreign language, before they finish their higher education (LOES, 2011). In consequence, it is a priority to develop teaching and learning strategies to support students to reach this expected knowledge.

Literature offers abundant works about English as Foreign Language (EFL) teaching and learning process that include approaches as Task-Based Learning and Teaching (TBLT) Hyland (2007), Jackson and Back (2011) and Collaborative Learning (CL) (Johnson, Johnson, and Smith, 1991; Tram, 2014). However, in the current Ecuadorian context, it is necessary to explore in deeper the contributions of those approaches to strength the feasibility of educational reforms in concern to the Extensive English Language Teaching project, from the 2nd. grade of primary education to the university level (the Republic of Ecuador, 2014).

Scholars as Zhang (2010); Jackson and Back (2011); and Perez (2015), affirm that current higher educational programs require of innovative strategies to support learners' English language acquisition process through more healthy and sociable activities. Zambrano and Valverde (2013) proposed RP as a key educational strategy for strengthening learners' English communicational skills, convinced of "Role-play offers social opportunities to learn a language" (Rojas, 2017, p. 22). Finally, RP exposes the learner to a complex balance (Tran, 2014; Lee, 2014) which includes their personality, learning styles, and motivation for learning (Cevallos, Intriago, Villafuerte, Molina and Ortega, 2017; East, 2017).

In consequence, the research questions that guide this work are the following:

- a) Do learning styles of university students favor their language practice through RP?
- b) Are the university students motivated to execute EFL practice using RP?

II. LITERATURE REVIEW

Role-Play in the English Language Class

The British Council (2004) defined the term RP as “any speaking activity when you either put yourself into somebody else's shoes into an imaginary situation”. To Dana Craciun (2010, p.175) “the term 'role' comes from the 'rolled-up' script actors used to use over two thousand years ago in Ancient Greece”.

Students play famous characters activating their functional language in multiple scenarios and situations. The communicational content (CC) in RP should be clear and related to participants' interests. Thus, RP's CC is a “topic focus for the session and the discrete skills that will be practiced” (Jackson and Back, 2011, p. 175). Thus, 'At the restaurant' 'Checking-in at the airport' 'Looking for lost property', etc., are all possible topics to be worked using RP. Consequently, RP offers a wide range of opportunities for a foreign language practice.

According to Mayo (2011), RP consists of a group of people who pretend to be characters who represent a wide range of situations under social and interactions dynamics and the participants can define the nature of characters under key situations (Parra, 2012).

Scholars as Zambrano and Valverde (2013) defined the term “Role-play” as a recreational activity to entertain, amuse, and get access to knowledge in a significant way to create meaningful learning. In addition, RP allows learners' to develop competences for solving problems, argumentation, ideas organization, group understanding, interpreting, and inferring. RP is also a versatile teaching technique that can take place in different contexts with the active participation of children and adults. Furthermore, it is based on the pedagogical psychodrama (Perez, 2015) which requires teacher's supervision, because RP creative dynamic could detonate emotional reactions among participants. RP also offers learners and teachers, the possibility of applying different styles of correction, but it is necessary to consider that excessive correction during a learning process could be demotivating for learners (Rojas, 2017).

Cooperative Learning in the RP dynamic

The term Cooperative Learning (CL) was defined by Johnson, Johnson, and Smith (1991), as a process in which “students work together to maximize their own and each other's learning. [...] it produces higher achievement, more positive relationships among students, and healthier psychological adjustment than do competitive method” (p. 5). Therefore, CL can foster learners to use a foreign language to communicate their ideas and feelings (Slavin, 1995) during language practices. Learning activities can be more efficient when groups of peers are small because they provide supportive environments generating in learners the willingness to use a target language (Dörnyei, 1997; Jacobs and McCafferty, 2006).

Scholars agree on five basic elements that interact in all CL practice. These elements are: “(i) positive interdependence; (ii) face-to-face interaction; (iii) individual accountability and personal responsibility; (iv) frequent use of interpersonal and social skills; and (v) group processing of current functioning” (Gillies, 2007, p. 5). In addition, they ratify that cooperative learning, under the appropriate conditions, can support learners to strengthen their communicative skills when they use a foreign language (Jacobs and McCafferty, 2006; Brecke and Jensen, 2007).

In addition, Hornby (2009) argued, the practice of a foreign language requires students feel they are productive members that contribute positively to a learners' community. In such sense, the contributions of cooperative learning have gotten beyond classroom limits and supported learners' healthy social relationships (Zhang, 2010).

Naomi Lee from the Wisconsin Centre for Education Research (WIDA) introduced in 2014 the following five key themes related to CL:

(i) Developing classroom norms for executing feedback activities and resolve conflicts; (ii) Provide language support to consider English proficiency and academic proficiency, but also [...] learners' personality, social and emotional development, (iii) Organization of students groups strategically for keeping students in a home group, (iv) Creating assignments that engage all students in meaning-making to use their creativity for problem-solving skills, (v) Collaboration as a school wide value to joint planning time for executing the activities (Lee, 2014, p. 1-2).

CL had demonstrated learners' improvement of knowledge retention (Tran, 2014); nevertheless, authors as Raja, Qureshi, and Albeshar (2017) recommend teachers employ during their sessions different methods of active teaching to achieve the target language in a friendly environment.

RP as a Task-Based Learning and Teaching resource

Foreign language teaching and learning process require teachers to become facilitators, spectators, and even participants (Rojas, Villafuerte, Soto, 2017). The Task-Based Language Teaching (TBLT) is a relevant resource that influences positively on the communicative language teaching process. Scholars as Hyland (2007) argued that teaching practices at university courses should be analyzed from the ethnographic and critical approaches, contrastive rhetoric, social constructionism, and discourse analysis. Therefore, TBLT applied during ESP classes at the university can help learners to be the closer as possible to the future professional environments. TBLT also develops in English as foreign language learners, communicational strategies to become a more effective communicator. Furthermore, TBLT can support students to reduce their reluctant attitudes for speaking the target language (Rojas, 2017).

Nation and Newton (2009, p. 112) identified the following five possible causes of learners' reluctance to speak EFL “inadequate vocabulary, limited control of grammar, lack of fluency, learners' shyness, and lack of encouragement”. In this regard, Jackson and Back (2011, p.3) argued that RP can support the “educator's ability to create a safe and motivating learning environment, to provide learners with constructive and goal-directed feedback; and to stimulate learners to reflect on their processes of communication”.

In Ecuador, according to Guanoquiza (2013) learners need to be part of stimulating and friendly environments to improve their participation and creativity in the usage of a foreign language. He also remarked that learning environments can be built through collaborative learning. In addition, teachers should let students make decisions about the organization of a RP. Such action promotes learners' autonomy (Cevallos, et al., 2017).

According to East (2017, p 416) "teachers frequently strive to differentiate a task from communicative activities that have predominated in weak Communicative Language Teaching (CLT) classroom and a Presentation-Practice-Production model (PPP model)" Thus, RP classes set under TBLT approach, have the power to encourage learners to participate in language practices to increase authentic communicational tasks and motivate them to dedicate more time to study ESL.

Among the previous studies related to this work appears the work conducted by Guanoquiza (2013) who considered 419 English language learners' RP evaluations in Chile. Guanoquiza categorized learners' attitudes according to the factors of learners' motivation, class participation, and group creativity. His work contributed to the group of learners' oral production improvement, stimulation, and motivation for learning the foreign language in more friendly and enjoyable ways.

Tran, et al. (2014) conducted an 8-week study to assess the influence of collaborative learning on 110 primary education students' knowledge retention. Tran found that participants who participated in the RP practices (intervention group) obtained significantly higher scores on the post-test scores than the other learners (control group).

The study conducted by Shangeetha Rajah Kumaran (2017) found RP helped to encourage Malaysian secondary school students to speak English. The findings revealed that learners enjoy participating in RP.

A study conducted by East (2017) discusses TBLT in educational settings. He concluded that TBLT remains to be a challenging attempt despite the considerable theoretical and empirical support that has been developed by several authors. TBLT provides the class with an adequate environment to practice the communicational skills using a foreign language.

III. METHODOLOGY

This research applied the quantitative approach to determine students' learning styles and motivations in RP practice for EFL in two Ecuadorian universities. In addition, the educational intervention consisted of EFL practice that included Collaborative learning (CL) and Task-Based Learning and Teaching (TBLT) approaches. This research was developed in two national universities in the Coastal region of Ecuador during the period 2016-2017.

The sample.

It is composed of 158 students (108 female and 50 male) in ages between 21 to 42 years. The criteria of selection were (i) to be a student officially registered in any of the universities that participated, (ii) to attend classes regularly during the period of execution of the research, and (iii) availability to participate in this research.

TABLE I
PARTICIPANTS

Students distribution	Male	Female	Total of participants per classroom	Total of participants
6th Semester	7	11	18	
8th Semester	8	14	22	
9th Semester	13	22	35	74
4th Semester	11	19	30	
5th Semester	7	23	30	
7th Semester	4	19	23	83
Total N.	50	108		158

Source: Participants' registers (2016-2017).

Instruments:

The instruments used were the following:

a. The Social Software Survey Used with Undergraduate Students by Anderson, Poellhuber, and Ross (2009). This instrument is currently distributed for Athabasca University. For this study, 13 items were selected and adjusted to the Ecuadorian context. This instrument was tested with SPSS V 24.00, obtaining a Cronbach Alpha index = 0.84; in accordance with the International Social Research Standards.

b. The Likert questionnaire titled Learners' Motivation to practice English using RP. This instrument was designed ad hoc, by the research team. It consists of 30 items that categorize learners' motivations in 3 groups: (1) participants' intrinsic motivation; (2) participants' extrinsic motivation and, (3) learners' perceptions about their English language acquisition progress. The reliability and feasibility test applied with SPSS V 24.00 obtained a Cronbach Alpha index = 0.82, in accordance with International Social Research Standards.

Procedure and Ethic rules:

The participants signed the Informed Consent Letter and they had 7 weeks to indicate a change of decision to participate in the process. The data is guarded by the research team and the identity of the participants is kept in anonymity. The stages of this study were the following:

Stage I.- First Collection of data.

At the beginning of the research was applied the Likert questionnaires.

Social Software Survey Used with Undergraduate Students of Anderson, Poellhuber, and Ross (2009) and the two first part of the Likert questionnaire Learners' Motivation to practice English using RP (intrinsic and extrinsic motivations).

Stage 2.- Educational intervention using RP activities.

The RPs were executed during a semester.

The participants were encouraged to participate in every step of the RP activities from planning to evaluation. *Stage 3.- Second Collection of data.*

The second collection of data used the third part of the Likert questionnaire Learners' Motivation to practice English using RP (learners' perceptions about their language acquisition progress). This questionnaire was applied after the RP session.

IV. RESULTS

Question 1: What are the learning preferences to practice English as a foreign language?

TABLE 2
PARTICIPANTS' LEARNING STYLES PREFERENCE

Items	U1			U 2		
	Not at all	Some	Mainly	Not at all	Some	Mainly
Q1. Teacher can Help most working with students in groups	12	40	23	20	38	25
Q2. Working in group leads to poor results	36	30	9	40	23	20
Q3. I prefer work by myself so I can go fast as I like	37	25	13	43	20	20
Q4. It is helpful to put together everyone's ideas when making a decision.	7	44	24	25	40	18
Q5. Work in group scares me.	37	28	10	41	32	10
Q6. I do not like working by myself.	65	10	0	53	18	12
Q7. In a group discussion, we never get on to important things.	63	11	1	53	19	11
Q8. I like to be able to use the ideas of other people as well as my own.	15	47	13	30	41	12
Q9. If I work by myself most of the time, I become lonely and unhappy.	6	10	59	12	15	56
Q10. We get the work done faster if we all work together.	21	12	42	6	22	55
Q11. I do better quality work by myself	12	23	40	5	34	44
Q12. I like to help people do well in a group	15	19	41	11	28	44
Q13. Other students like to help me learn	13	39	23	8	42	33

Source: Participants answers (2016).

U=University; Not at all= Disagree; Some = Neither agree nor Disagree; Mainly= Agree

Instrument applied: Social Software Survey Used with Undergraduate Students by Anderson, Poellhuber and Ross (2009).

The answers given to the participants from U1 and U2 agree on the following points:

(1) Participants' the most preferred learning styles are:

Q9. If I work by myself most of the time, I become lonely and unhappy. U1 has 56 answers and U2 59 answers.

Q10. We get the work done faster if we all work together.

U1 has 43 answers and U2 55 answers

Q11. I do better quality work by myself. U1 has 40 answers and U2 44 answers.

Q12. I like to help people do well in a group.

U2 has 41 answers and U2 44 answers.

(2) Participants' the less preferred learning styles are:

Q6. I do not like working by myself.

U1 has 65 answers and U2 53 answers

Q7. In a group discussion, we never get on to important things.

U1 has 63 answers and U2 53 answers.

Question 2: What are the participants' motivations to practice English language using role play?

TABLE 3
PARTICIPANTS' INTRINSIC MOTIVATION TO PRACTICE ENGLISH LANGUAGE USING ROLE-PLAY

Items	Province	V.A.	A.	M.	D.	V.D.
1.1. I enjoy playing the Role-play in English	U1	31	27	10	5	2
	U2	35	22	12	8	6
1.2. I find too difficult to execute the Role-play	U1	38	14	8	10	5
	U2	45	13	10	5	10
1.3. I am open to use Role-play during the English class practices	U1	45	18	8	4	0
	U2	60	15	4	4	0
1.4. I like to get additional information about the characters used on the Role-play.	U1	17	33	10	13	2
	U2	12	35	15	14	7
1.5. I feel shy. I do not like work in Role-play	U1	34	21	10	5	5
	U2	44	21	8	5	5
1.6. I think Role-play help me to improve my English pronunciation.	U1	33	22	8	3	9
	U2	43	20	8	6	6
1.7. I am emotionally involved (anger and happiness) with the Role-play results.	U1	34	15	16	6	4
	U2	16	41	10	12	4
1.8. I feel comfortable when people see me doing Role-play in English	U1	39	16	8	8	4
	U2	26	33	21	1	2
1.9. I do prefer to do other kind of activities than Role-play to learn English	U1	6	11	43	15	0
	U2	0	25	43	16	1
1.10. I feel proud of my interpretation on the Role-play.	U1	21	22	15	13	4
	U2	31	22	15	13	4

Note: V.A. = Very agree; A. = Agree; M. = Moderate; D. = Disagree; V.D. = Very disagree.

Instrument applied: Questionnaire Learners' Motivations for Practicing English through Role-play. Part 1

(3) The more frequently positive answers were:

1.1. I enjoy playing the Role-play in English. U1 reported 31 and U2 35 positive answers.

1.3. I am open to use Role-play during the English class practice. U1 reported 45 and U2 60 positive answers.

1.6. I am able to spend extra time to improve my interpretation in the Role-play. U1 reports 33 and U2 reported 43 answers.

(4) The more frequently negative answers are:

1.2. I find too difficult to execute the Role-play. U1 reported 38 and U2 45 positive answers.

1.5. I feel shy. I do not like Role-play. U1 reported 34 and U2 44 answers.

TABLE 4
PARTICIPANTS' EXTRINSIC MOTIVATION TO PRACTICE ENGLISH LANGUAGE USING ROLE-PLAY

Items	Provinces	V.A.	A.	M.	D.	V.D.
2.1. Role-play helps me in the team work	U1	45	12	9	6	3
	U2	46	23	12	0	2
2.2. Accessories used in the Role-play motivate me to do the practices	U1	20	10	15	14	16
	U2	20	14	17	20	12
2.3. Role-play demands of me too much energy.	U1	15	17	19	15	9
	U2	30	16	13	12	12
2.4. My peers like to be part of Role-play, so I.	U1	12	19	29	15	0
	U2	12	10	22	29	10
2.5. People like to see our Role-play in English.	U1	26	32	12	4	1
	U2	43	22	13	4	1
2.6. My peers ask me to continue working on the Role-play after class	U1	26	15	12	10	12
	U2	43	19	9	10	2
2.7. My girl/boyfriend enjoys the Role-play I do.	U1	32	22	10	6	5
	U2	33	21	16	6	7
2.8. Teacher is very happy with our work in the Role-play.	U1	22	21	20	5	7
	U2	25	13	23	12	10
2.9. My peers prefer do Role-play in small groups	U1	3	2	5	32	33
	U2	2	2	14	36	29
2.10. Teacher says Role-play helps me to improve my pronunciation in English.	U1	33	22	10	5	5
	U2	45	17	10	6	5

Note: V.A. = Very agree; A. = Agree; M. = Moderate; D. = Disagree; V.D. = Very disagree.

Instrument applied: Questionnaire Learners' Motivations for Practicing English through Role-play. Part 2

(5) The most frequently participants' extrinsic motivations to practice English language using Role-play are:

2.1. Role-play helps me in the team work. U1 reported 45 answers and E1 Oro reported 46 answers.

2.4. My peers like to be part of Role-play, so I. U1 reported 26 answers and U2 reported 43 answers.

2.6. My peers ask me to continue working on the Role-play after class. U1 reported 26 answers and U2 reported 43 answers.

2.7. My girl/boyfriend enjoys the Role-play. U1 reported 32 answers and U2 reported 33.

2.10. Teacher says Role-play helps to improve pronunciation in English. U1 reported 33 answers and U2 reported 45 answers.

TABLE 5
PARTICIPANTS' MOTIVATION FOR LEARNING ENGLISH THROUGH ROLE-PLAY

Items	Provinces	V.A.	A.	M.	D.	V.D.
3.1. I improve my English speaking skills when I do Role-play	U1	33	12	22	5	3
	U2	35	13	25	5	5
3.2. I learn new vocabulary in English when I take part of Role-play.	U1	26	21	13	8	7
	U2	30	23	10	10	10
3.3. I try to use correct English grammar when I do Role-play.	U1	33	26	10	3	3
	U2	43	20	10	5	5
3.4. Role-playing encourages me to speak in English more often	U1	32	23	12	4	4
	U2	45	32	6	0	0
3.5. I try to use correct grammar structures when I do Role-play.	U1	35	13	12	8	7
	U2	20	21	22	10	10
3.6. I can assess progress speaking when I do Role-play.	U1	29	21	13	10	2
	U2	30	11	31	9	4
3.7. I improve my vocalization when I work on the Role-play	U1	31	10	21	9	4
	U2	32	11	13	15	12
3.8. I pay attention and follow the Role-play instructions because is important.	U1	22	23	14	11	5
	U2	32	21	14	11	5
3.9. I improve my self-confidence when I perform the Role-play	U1	34	16	17	5	3
	U2	54	13	7	4	5
3.10. I am interest to practice English using Role-play.	U1	15	32	11	14	3
	U2	22	31	17	12	1

Note: V.A. = Very agree; A. = Agree; M. = Moderate; D. = Disagree; V.D. = Very disagree.

Instrument applied: Questionnaire Learners' Motivations for Practicing English through Role-play. Part 3

(6) Participants' perceptions about Role-play contributions to their English language acquisition process.

3.1. I improve my English speaking skills when I do Role-play. U1 reported 33 answers and U2 reported 35 answers.

3.3. I try to use correct English grammar when I do Role-play. U1 reported 33 answers and U2 reported 43 answers.

3.4. Role-playing encourages me to speak in English more often. U1 reported 32 answers and U2 reported 45 answers.

3.9. I improve my self-confidence when I perform the Role-play. U1 reported 34 answers and U2 reported 54 answers.

V. DISCUSSION

Based on this research results, the authors agree with Scholars as Zambrano and Valverde (2013) that RP develop learners' competences for problem-solving, argumentation, organization of ideas, group understanding, interpreting, and inferring; however, Ecuadorian teachers refuse to use RP in the foreign language classes, because it requires enormous amounts of energy and is a reason for the disorder in the classroom (British Council, 2011). It looks that the most important aspect is the control of the class discipline instead of promoting the self-assessment and the use of the language under creative activities.

Mayo (2011) and Parra (2012) agree about the fact that RP offers to learners a wide range of situations for practice a language under social and interactions dynamics. RP also offers the ideal scenario to apply the Communicational Learning and Task-Based Learning and Teaching approaches.

This research results show that RPs enable learners to be involved in an environment free of rivalry. Furthermore, their capabilities for creativity are active when they look for a way to contribute in the diverse steps of RP production.

Authors such as Guanoquiza (2013) and Rojas (2017) agree that learners need to be exposed to friendly, but stimulating environments, to improve their current EFL communicational competences. They remark the possibility that such environments can be built through collaborative learning approach. In addition, RP also has the power to simulate in the classroom the competitive work future environments; in consequence, its contribution to the future professional is relevant.

a) Do learning styles preferred for the university students favor their language practice through RP?

Participants prefer to have group activities for developing language practice. They also prefer to do language practice with activities that allow them to detect their error when using the target language. The items: "Q4. It is helpful to put together everyone's ideas when making a decision; Q9. If I work by myself most of the time, I become lonely and unhappy; Q10. We get the work done faster if we all work together; Q12. I like to help people do well in a group".

The authors consider that RP is a learning activity that provides students a wide range of opportunities to identify their English mistakes in any of the stages of the RP preparation (planning, rehearsal, and presentation, etc.). Additionally, it is necessary to have a very clear purpose of the language practice to establish coherent evaluation procedures.

b) Are the university students motivated to execute EFL practice using RP?

b.1. Participants' intrinsic motivations practice English Language using RP.

About the participants' extrinsic motivations, it is observed positive and negative positions toward RP. The positive points concern "1.1. I enjoy playing the RP in English; 1.3. I am open to using RP during the English class practice; 1.6. I am able to spend extra time to improve my interpretation in the RP". The analysis showed participants are open to practicing English language using RP under the condition they be inside the classroom. They are also able to dedicate time and work to improve their achievement to do a good work when they do ESL practices using RP.

However, participants also find RP is a difficult ESL practice. In addition, elements of their personality as shame and self-estimation are always present.

b.2. Participants' extrinsic motivations practice English Language using RP.

Participants' extrinsic motivations are centered on the social and affective relationships, in special with the partners, boy-girlfriend and teacher. "2.1. RP help me in the teamwork; my peers like to be part of RP, so I; 2.6. My peers ask me to continue working on the RP after class; 2.7. My girl/boyfriend enjoys the RP; 2.10. Teacher says RP helps to improve pronunciation"

The Cooperative learning acquires a relevant importance in the execution of RP because it requires every learners' cooperation to the successful execution.

b.3. Participants' Motivation for English language learning.

The participants have a diverse range of perceptions about RP contributions. "3.1. I improve my English speaking skills when I do RP; 3.3. I try to use correct English grammar when I do RP; 3.4. Role-playing encourages me to speak English more often; 3.9. I improve my self-confidence when I perform the RP"

Task-Based Learning and Teaching support efficiently the execution of a RP in the diverse stages from planning to evaluation. The results of this work confirm the position of Nation and Newton (2009) and Jackson and Back (2011) concerning RP as a supporting activity to implement constructive feedback.

The results ratify the position of Jacobs, et al (2006), Rojas, et al (2017) and Raja, et al (2017) who considers that students learn English more successfully when they are exposed to natural and contextualized environments. In consequence, RP encourages students to use the target language. For this purpose, because of the effective results, it is necessary to encourage teachers to apply RP more frequently in the university classroom regardless of the time constraints, little availability of materials, and considerable energy demand.

VI. CONCLUSION

It is concluded that, Role-play is learning and teaching strategy that positively supports the English as a Foreign Language acquisition process in the Ecuadorian university context. The participants showed a preference for group learning activities. Therefore, Role-play has widely potentialities to be used in English classes. In addition, when RP is supported with the CL approach, it can strengthen students' team work more efficiently. Participants found RP as a difficult language practice, however; both intrinsic and extrinsic learners' motivations revealed that participants were available to practice EFL using RL as a Task-Based Learning activity.

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Jhonny S. Villafuerte. Ecuadorian researcher graduated from the Master's Program in Psycho Didactics from the University of the Basque Country, Spain; and from the Master's Program in Educational Research at Universidad Nacional de Loja, Ecuador. Other studies about education and local development were conducted in Chile, Brazil, USA, Germany, Belgium, Spain, England, Israel, Uganda, Mali, Russia, India and China. He is professor at the Laica Eloy Alfaro de Manabí University. His research lines are: Human and Sustainable Development; Educational Technology and language; Inclusive Entrepreneurship. His recently works are: *La investigación cualitativa rutas para la puesta en práctica* (book); *Learners' Attitudes toward Foreign Language Practice on Social Network Sites* (article); and *Motivation and Autonomy in Learning English as Foreign Language* (article).



Maria A. Rojas was born in Guayaquil, Ecuador. In 2017 she earned a Master's Degree in Teaching English as a Foreign Language at Escuela Superior Politécnica del Litoral (ESPOL) in Ecuador. Her major field of study focuses on English Language Teaching (ELT). She has been working as an ESP professor at Universidad Técnica de Machala (UTMACH) in Machala, Ecuador since the year 2014. Prof. Rojas is a member of a Research Group called ELT Innovator at UTMACH. Her recently publications are: *Collaborative Work and Technological Means for improving Learners' English Language Writing Production* (The Turkish Online Journal of Educational Technology, 2017), *Performance-Based Tasks as a Mean to Assess the Speaking of Learners of English as a Foreign Language* (The Turkish Online Journal of Educational Technology, 2017), and *English Language Teaching Approaches: A comparison of the Grammar-Translation, Audiolingual, Communicative, and Natural Approaches* (Theory and Practice in Language Studies, 2017).



Sandy L. Hormaza graduated from the Master's Program in Marketing and Communication from the Catholic University San Antonio, Spain. Other studies about Tourism development and local development were conducted in Belgium. She is professor at the Laica Eloy Alfaro de Manabí University. Her research lines are: Educational and language, Communication and Tourism development.

Her recently works are: -Máster oficial en Marketing y Comunicación en la de Murcia (UCAM). "Viaje a Bruselas y visita de las instalaciones Europeas. At the present time she continues conducting CLIL research projects for future publications.



Lourdes A. Soledispa Mendieta was born in Santo Domingo de los Colorados, Ecuador. In the year 2006 she obtained a Bachelor's degree in Language with a major in English at Universidad Laica Eloy Alfaro de Manabí (ULEAM) in Manta, Ecuador. Currently she is earning a Master's Degree in Bilingual Education at Universidad Internacional de La Rioja (UNIR) in La Rioja, España. The author's major field of study focuses on Content and Language Integrated Learning (CLIL).

She worked as a school and high school Music and English teacher in different private educational institutions for 14 years. Currently, she has been working as English music teacher at Unidad Educativa Julio Pierregrosse (UEJP) in Manta, Ecuador since the year 2012. At the present time she continues conducting CLIL research projects for future publications.

Criteria and Scale for Argumentation

Chamnong Kaewpet
Rajamangala University of Technology Krungthep, Bangkok, Thailand

Abstract—This paper presents an updated and practical criteria and scale for teaching, learning, and evaluating argumentation. The ability criteria and scale is generated from existing knowledge of argumentation as expected by CEFR, TOEFL and IELTS, as well as recent interest in argumentation. Examination of the academic literature suggests that the new criteria and scale should consider relevancy, reasoning, language use, organization and writer's voice. Relevancy has not yet been seriously highlighted in the existing criteria. Reasoning, language use and organization are common criteria in argumentation. Writer's voice is not emphasized in the existing criteria but often discussed in recent publications on argumentation. It is added to the updated framework in this paper to keep up with advancements in the field. This new framework could be a powerful option for teaching, learning and evaluating argumentation particularly in EFL or ESL contexts.

Index Terms—argumentation, criteria, scale, relevancy, reasoning, language use, organization, writer's voice

I. INTRODUCTION

EFL or ESL learners, generally speaking, have not demonstrated adequate ability in written tasks demanded by high-stake English standardized tests. The test results are usually insufficient or merely close to required scores. According to a 2015 record by IELTS (2017), the writing mean band score of students from an EFL country was only 5.5, while the total score was 9. This score is not enough for a test taker to get a letter of offer from a university in the United Kingdom, or to be qualified for a job at an oil company, for example, because one would need a 6.5 IELTS overall score to be accepted (IELTS, 2016). Argumentation plays a role in the English standardized tests. It is required to write one of the two required tasks. It is not only important for English standardized tests, but also for success in daily life, education and careers. It assists in accomplishing many purposes – to persuade others during casual discussions, to convince other people, to change behaviors, to make important decisions, to ask for a direct action, to gain support, to give/receive consultations, to negotiate business, or to resolve differences of opinions (Bipinchandra, Shah, Puteh, Din, Rahamat & Aziz, 2014; Deane & Song, 2014; Liu & Stapleton, 2014). For these reasons, argumentation has been emphasized in many syllabuses and studies on writing around the world – America (Dean & Song, 2014), China (Liu & Stapleton, 2014), and Chile (Preiss, Castillo, Flotts & Martin, 2013). Research has reported positive influences of many instructional techniques on students' ability in argumentation including group discussions, public Internet discussion forums and critical questions (Reznitskaya, Anderson & Kuo, 2007; Ritchie & Black, 2012; Song & Ferretti, 2013). This paper is interested in a different and hardly explored area, namely, ability criteria in the field of argumentation. It aims to create an up-to-date and practical criteria and scale, which could be a powerful option for teaching, learning and evaluating argumentation.

The exploration in this paper will start from 1) a scheme of argumentation, originally created by Toulmin in 1958, which has brought much of the attention to argumentation; 2) a description of the Common European Framework of References for Languages (CEFR) B2 ability level, which specifically identifies argumentation at this level; 3) an introduction to one of the two required tasks of three high-stake English standardized tests – TOEFL, IELTS and TOEIC; and 4) findings of a review of recent research publications and discussions in the field of argumentation. This paper will conclude with a new and practical argumentation ability and scale generated from the existing literature.

II. SCHEME OF ARGUMENTATION

Argumentation originated thousands of years ago with the ancient Greeks, when Aristotle classified the means of persuasion into ethos, pathos and logos. Ethos appeals to authorities; pathos appeals to emotion; logos appeals to logic (Dean & Song, 2014). This system of classification became widespread when Stephen Toulmin introduced his scheme of argumentation, which embraced consideration for those who disagreed with the writer (Qin & Karabakak, 2010; Ramage, Bean & Johnson, 2010). Recently, Stapleton and Wu (2015) employed an adapted version of these elements to analyze argumentative essays written by high school students in Hong Kong. The adapted elements comprise several categories including claims or “an assertion in response to a contentious topic or problem.” The next element is data, or “evidence to support a claim [which] can take various forms such as facts, logical explanations, suppositions, statistics, anecdotes, research studies, expert opinions, definitions and analogies.” The third element is called counter-argument, which includes “possible opposing views that can challenge the validity of a writer's claim.” Counter-argument data or evidence can be used “to support a counter-argument claim.” Rebuttal claims refer to “statements in which the writer responds to a counter argument.” Finally, rebuttal data refers to “evidence to support a rebuttal claim which includes the

identification of possible weaknesses in the counter-argument claim, data or assumptions, such as logical fallacies, insufficient support, invalid assumptions and immoral values (citing Ramage & Bean 1999, p. 22)."

The framework was employed successfully in Stapleton and Wu's study, where five types of qualities were found. Before the study, Qin and Karabakak (2010) successfully used six elements to investigate the relationship between the elements and the overall quality of argumentative papers written by second-year university English major students. They found that counter-argument claims, counter-argument data, rebuttal claims, and rebuttal data were significant predictors of the overall quality of the papers. For these reasons, the six elements are regarded as essentials for effective criteria and scale for teaching, learning and evaluating argumentation.

III. ARGUMENTATION IN CEFR

CEFR (Cambridge ESOL, 2011) describes language learners' ability in four language skills – speaking, reading, listening and writing. It divides ability into six levels: A1 Breakthrough, A2 Waystage, B1 Threshold, B2 Vantage, C1 Effective Operational Proficiency, and C2 Mastery. These levels can be grouped into three main sub-levels with two sub-divisions, that is, Basic User (A1 and A2), Independent User (B1 and B2), and Proficient User (C1 and C2). B2 is further divided into two sub-classes that can be called Lower B2 and Upper B2. Argumentation is identified in relation to communicative language activities at Upper B2. These specifications are relative to three kinds of communicative competences. Communicative language activities include writing an essay which "develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options" and "[synthesizing] information and arguments from a number of sources" (Council of Europe, 2001, p. 62). The three kinds of communicative competences are linguistic, socio-linguistic, and pragmatic competences. Linguistic competences are concerned with general linguistic range, vocabulary range, vocabulary control, grammar accuracy, and orthographic control. The socio-linguistic competences focus on socio-linguistic appropriateness. The pragmatic competences deal with thematic development, coherence and cohesion (Council of Europe, 2001).

CEFR was established in 1971 and a full framework was distributed in 2001 as a result of the need for a common international framework for language learning, teaching and assessment, which could facilitate co-operation among educational institutions in the international community. Since the creation of the framework, it has been used to design syllabuses, examinations or textbooks and to set minimum language requirements both inside and outside Europe. It has been translated into 40 languages (Cambridge ESOL, 2011; Council of Europe, 2001). In Thailand, it is a recommended framework by the Ministry of Education. Thai undergraduate students are expected to be equipped with English proficiency at the B2 level as a minimum (Office of the Higher Education Commission, Ministry of Education, 2016). Therefore, it is considered in this paper that argumentation in the CEFR perspective should be taken into account when creating criteria and a scale for teaching, learning, and evaluating argumentation.

IV. TOEFL TASK

Test of English as a Foreign Language (TOEFL) measures all four language skills. The writing test consists of two tasks. Argumentation is significant in the second task, where test takers employ reason to support their choice of position, namely, to agree or disagree with a given statement. Test takers have to complete a 300 word essay within a 30-minute time limit. Each skill in TOEFL is measured separately. The independent writing task is scored for development, organization, grammar and vocabulary. An essay at the top score of 5, for example, 1) addresses a given topic and task effectively; 2) is organized and well developed; 3) displays unity, progression, and coherence; and 4) displays consistent facility in the use of language (ETS–TOEFL, 2015).

TOEFL was initially launched in 1964. It measures the English language ability of non-native speakers. Its main application has always been for applying to study in English-speaking countries. According to ETS, TOEFL has been recognized by more than 9,000 colleges, universities and agencies in more than 130 countries, including the United States, Canada, the United Kingdom and Australia. Currently, it is used to acquire Australian or New Zealand work visas. In order to pursue postgraduate study at the East-West Center University-Hawaii in the United States or to be qualified to work in New Zealand, for example, one needs an internet-based TOEFL score of 79 (Educational Testing Service–TOEFL, 2016). TOEFL is one of the most influential tests to assure the English proficiency of English learners. Therefore, its criteria should also be taken into consideration when creating an updated criteria and scale.

V. IELTS TASK

The International English Language Testing System (IELTS) is one of the pioneers in four-skill English language testing. It has two versions: 1) Academic - for people who apply for higher education or professional registration; and 2) General training for those who want to migrate to Australia, Canada or the United Kingdom, or apply for secondary education, a training program or work experience in an English-speaking environment. The writing section in both versions requires test takers to complete two tasks. The second task assesses argumentative ability: "...you will be asked to write an essay in response to a point of view, argument or problem." The difference in the two versions is that the academic test demands a formal style of writing, while the general training test is open to personal style (IELTS, 2016). Test takers are instructed to write approximately 250 words and spend less than 40 minutes to complete the task.

The essays are measured on task achievement, coherence and cohesion, lexical resources, grammatical range and accuracy. The written performance is classified into nine bands. For example, the highest band, 9, is described as follows: 1) task achievement: “fully addressed all parts of the task, presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas;” 2) coherence and cohesion: “uses cohesion in such a way that it attracts no attention, skillfully manages paragraphing;” 3) lexical resource: “uses a wide range of vocabulary with very natural and sophisticated control of lexical features, rare minor errors occur only as slips;” 4) grammatical range and accuracy: “uses a wide range of structures with full flexibility and accuracy, rare minor errors occur only as slips” (IELTS, 2016).

IELTS was jointly established in 1989 by the British Council, IDP–IELTS Australia, and Cambridge English Language Assessment. It is an international standardized test of English language proficiency for non-native English language speakers. IDP–IELTS Australia is currently managing a network of more than 100 test centers in more than 60 countries. Over 2.9 million tests were taken in 2016. It is accepted for study and work purposes across the globe. It is also a requirement for immigration purposes in Australia, Canada, New Zealand and the United Kingdom. One would need a 6.5 IELTS score, for example, to apply for a postgraduate study at the University of Birmingham in the United Kingdom or to work at Abu Dhabi National Oil Company in the United Arab Emirates (IELTS, 2016, cf. section I.). IELTS is a very influential tool for determining the English ability of English learners. Therefore, its criteria should also be taken into account in designing an updated criteria and scale for teaching, learning, and evaluating argumentation in this paper.

VI. TOEIC TASK

Test of English for International Communication (TOEIC) tests English-language skills used in the workplace. It has two versions: listening and reading is the first one and speaking and writing is the second. The first version is referred to more frequently. This study is concerned with the second version. The writing test includes three different task types. This study is primarily concerned with the third task in which the test taker has to write an opinion essay. The writer must choose one of the given options and give reasons for it. Argumentation is, in fact, a form of opinion. The difference between argumentation and general opinion is that the former approach employs opposing views, while this might not be the case in an opinion paper. Inclusion of opposing views has been proven to increase quality of argumentation (e.g., Qin & Karabakak, 2010). Therefore, TOEIC test takers should aim to include argumentation in their written task. TOEIC test takers have to complete an opinion essay of about 300 words within 30 minutes. The essay is scored for the use of supporting reasons, examples given, as well as grammar, vocabulary, and organization. Scores of the three writing tasks are summed up. The highest score at level 9 is described as follows: Test takers at level 9 can 1) “communicate straightforward information effectively and use reasons, examples, or explanations to support an opinion;” 2) “when using reasons, examples, or explanations to support an opinion, their writing is well-organized and well developed;” 3) “the use of English is natural, with a variety of sentence structures, appropriate word choice, and is grammatically accurate;” and 4) “when giving straightforward information asking questions, giving instructions, or making requests, their writing is clear, coherent, and effective” (Educational Testing Service–TOEIC, 2016).

TOEIC has been used to recruit and promote employees since 1979. ETS reports that today TOEIC scores are used by nearly 14,000 companies, government agencies and English language learning programs in 150 countries. For example, they are used to recruit staff at Packard Bell in France where a quality technician needs a TOEIC score of 650, while a buyer must have a TOEIC score of 850. At the LG Group, TOEIC score standards have been set to track learning progress in English-language training courses and to determine employees’ readiness for promotion (ETS–TOEIC, 2016). A search on JobDB.com (2016), an online job application website, found that 665 out of 21,500 positions included TOEIC requirements in their job advertisements. Because TOEIC is powerful in terms of job application, its criteria should also be taken into account when devising a criteria and scale for teaching, learning and evaluating argumentation in this paper.

VII. RECENT INTEREST IN ARGUMENTATION ABILITY

Interest related to criteria for evaluating argumentation ability in recent publications is mostly the same as reported in the scheme of argumentation and English standardized tests: reasoning, language use, organization, as well as two additional areas, namely, relevancy, and writer’s voice.

A. *Relevancy*

Relevancy in this paper is concerned with the extent to which the response has addressed a given controversial situation or issue. The term is used in Stapleton and Wu’s study (2015) as one main criterion to evaluate the quality of reasoning of Hong Kong high school students’ argumentative essays (cf. section II). Their study evaluates whether or not a given statement is relevant to a claim. In addition to the scenario, anyone teaching English in non-English speaking environments would understand that sometimes students do not comprehend the test question and that has resulted in a mismatch between the question and answer. This paper also aims at EFL or ESL situations; therefore, relevancy has become an important criterion.

B. Reasoning

Reasoning is the heart of argumentation, because what matters most in argumentation are arguments. An argument, defined for the general public, is “a reason or reasons why you support or oppose an idea or suggestion, or the process of explaining them” (Cambridge Dictionaries Online 2013). The influence of reasoning on the quality of argumentation can be understood particularly from studies on the elements of argumentation reported in section II. Particularly, Qin and Karabakak’s study (2010) suggested that inclusion of four of the six elements in argumentation would contribute to its quality, namely, counter-argument claim, counter-argument data, rebuttal claim, and rebuttal data. In fact, the presence or absence of possible opposing views, or, in other words, counter-argument claim and counter-argument data, was one of the criteria used to evaluate quality in the study. In another study, Stapleton and Wu (2015) embarked on analysis of the quality of reasoning. They focused on this aspect because an essay with a good structure, built with all six elements of argumentation, may not ensure acceptability of the given reasons. Therefore, reasoning is another important criterion in argumentation and is taken into account in the present paper.

C. Language Use

Language use is concerned mainly with grammar and vocabulary. This includes the range of use and control over them. An interesting grammatical point introduced in argumentation is ‘problematizing phrases’ such as “It may/could/might be argued/asserted/contended/maintained/claimed/said that...,” with the purpose to make a statement about the opposing position appears debatable and possibly untrue (Daly, 1997). In vocabulary, the three basic types of words suggested by DataWorks Educational Research (2017) deserve attention: academic vocabulary, content vocabulary and support vocabulary. Academic vocabulary should be given importance, because argumentation, for English learners, functions mostly in academia. Content vocabulary should also be taken into account, because the nature of argumentation is discussions in particular topic areas. Support vocabulary should be considered, because it helps with full comprehension of the argumentation text. For EFL or ESL learners, this paper is interested in effective use, rather than correctness of grammar and vocabulary.

D. Organization

Interest in organization focuses on three main areas: organizational patterns, cohesion and coherence. Common organizational patterns, as observed from model argumentation, are in a deductive style. In this style, the writer’s position regarding a controversial issue is announced at the beginning of the essay, and then a chain of reasons or explanations are given for the position (e.g., Daly, 1997; Hawthorn English Language Centres, 1997). At the same time, cohesion functions to organize relevant information orderly and binds a text as a unified whole (Yang & Sun, 2012). It is a property of a text and is usually carried out through cohesive devices such as references, conjunctions, ellipsis/substitution, and lexical cohesion (IELTS, 2007; Yang & Sun, 2012; Basturkmen & Randow, 2014). Use of cohesive devices does not always ensure cohesion (Crossley, Kyle, & McNamara, 2016); therefore, effective use of these devices is important. For the third criteria, coherence is concerned with unity and continuity of the discourse (Kern 2000), or how the text develops and how the ideas and information inter-relate (Basturkmen & Randow, 2014). In this sense, it is “not texts but rather people that cohere when understanding texts” (Lorenz, 1999, p. 2). Coherence is the only factor investigated in all educational levels including postgraduates in recent research (e.g., Basturkmen & Randow, 2014); therefore, it should always be an important criterion of argumentation.

E. Writer’s Voice

An additional criteria to consider is writer’s voice or authorial voice, which the audience or reader should truly feel. Writer’s voice has not been highlighted in CEFR, TOEFL, IELTS, and TOEIC, but has often been investigated in recent research. Liu (2013) investigated language use that influences writer’s voice. This includes appraisal of resources, consisting of attitude, engagement and graduation. Liu found that the highly-rated essays investigated in the study employed appraisal resources to foreground authorial voice and position readers successfully. Meanwhile, three other studies have looked into features of writer’s voice that influence the writing quality or voice strength (Helms-Park & Stapleton, 2003; Yoon, 2017, Zhao, 2017). The features of writer’s voice included assertiveness, self-identification and reiteration (Helms-Park & Stapleton, 2003). In fact, writer’s voice is an important construct in L1 writing, but has not been taken into account in L2, due to the belief that it does not fit some L2 learners, particularly those who come from collectively-oriented cultural backgrounds (Yoon, 2017). However, English learners nowadays have plentiful options to communicate with people internationally. They should learn ways to perform well in the same medium of communication.

VIII. CONCLUSION: CRITERIA AND SCALE FOR ARGUMENTATION

Underpinned by the scheme of argumentation originally created by Toulmin in 1958, the demand for argumentation by CEFR, TOEFL, IELTS, TOEIC, and interest in recent publications, argumentation quality criteria and scale is shown in Table I.

TABLE I.
ARGUMENTATION QUALITY CRITERIA & SCALE

Directions: Please choose the degree to which the argumentation has met the criteria (0 = not at all, 5 = most).						
Criteria	0	1	2	3	4	5
I. Relevancy						
1. The writer has addressed a/ the given controversial situation.						
II. Reasoning						
2. The writer has stated his/her position regarding the controversial issue.						
3. The writer has given adequate reasons in support of his/her position.						
4. The writer has shown his/her awareness of the opposing position and included opposing reasons in the essay/response.						
5. The writer has given reasons to rebut the opposing reasons and to maintain his/her position.						
III. Language Use						
6. Use of grammar is effective.						
7. Use of vocabulary is effective.						
IV. Organization						
8. The essay has good organization.						
9. Use of connectives is effective.						
10. Ideas are developed effectively.						
V. Writer's voice						
11. You can feel the presence of the writer's authority and confidence.						

This framework has been updated and created for advancement in the field of argumentation. It has been constructed to be as practical as possible for all users – instructors, students and evaluators. It is also less abstract than other criteria, which mostly take a holistic approach. The concept of relevancy in this framework is originally from Stapleton and Wu (2015), and extended in this paper (cf. section VI). Reasoning is always the focal point of argumentation (Toulmin 1958, cited in Qin & Karabakak, 2010; Qin & Karabakak, 2010; Stapleton & Wu, 2015). The skills of reasoning have been revised and adapted in countless contexts and emphasized in all scenarios since it was first recommended by Aristotle in ancient Greece (Dean & Song, 2014). The focus of language use – grammar and vocabulary – is on effectiveness rather than correctness. It is really challenging for EFL or ESL learners to produce an error-free piece. The focus on effectiveness optimizes a channel of reasoning for students. Like language use, this criteria and scale is open to any organizational patterns that writers see fit, as long as the organization helps with coherence and the development of ideas. Use of connectives is taken as a separate item, because their proper use usually casts a positive influence on the quality of argumentation (Liu & Braine, 2005; Yang & Sun, 2012; Qin & Uccelli, 2016). Finally, writer's voice has been added to the criteria and scale because it has been discussed frequently in recent publications. Therefore, writers should learn to project their voice clearly in argumentation. This criteria and scale can be useful for teaching, learning, and evaluation of argumentation. It can also be used for further research, or further examination to strengthen the proposed framework.

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Chamnong Kaewpet is an assistant professor at Faculty of Liberal Arts, Rajamangala University of Technology Krungthep, where she teaches argumentation and independent study to Thai students. She obtained a doctoral degree from Melbourne University, Australia. Her research interests lie primarily in the same area as the teaching. She can be contacted at chamnong.k@mail.rmutk.ac.th.

Female Teachers' Perspectives of Learner Autonomy in the Saudi Context

Jameelah Asiri

The English Language Institute, University of Jeddah, Jeddah, Saudi Arabia

Nadia Shukri

The English Language Institute, King Abdulaziz University, Jeddah, Saudi Arabia

Abstract—For decades, the term learner autonomy has been the focus of many studies in the field of education and language learning. This study addresses teachers' perspectives of learner autonomy in Saudi Arabia. It examines whether teachers have the knowledge to encourage and foster learner-autonomy. This study also seeks to explore the challenges English language teachers face in the process of implementing learner autonomy into their EFL classrooms. The investigation was conducted using a sample of 50 English language teachers teaching Saudi students at King Abdul-Aziz University. Data was collected using a 20 - item questionnaire. The study was a mixed research method. Collected data was analyzed using descriptive statistics and thematic analysis. The findings revealed that teachers believe that Saudi learners in the current situation are non-autonomous learners', they lack the knowledge and the training to apply it. Findings also revealed that teachers are familiar with the learner- autonomy yet, they stated that they need proper training and professional development to help encourage learner autonomy. It is an attempt to contribute to the literature underlying learner autonomy in the field of language learning in the Saudi context. Also, it suggests further research to help better comprehend the value of teachers' role in the process of autonomous language learning for learners.

Index Terms—(LA) Learner-autonomy, Autonomous learning, Saudi context, teachers perspectives

I. INTRODUCTION

Language learning and teaching are processes that involve a selective decision of which pedagogical approaches are implemented. This crucial decision has been the topic of investigation in the language learning and teaching field for many decades. Developing a pedagogical approach that enables both teachers and students to achieve progress is an area that has required intensive research. Traditional literature refers to a variety of language teaching methods such as the classical method or know as grammar translation method, the communicative language teaching and others. In the late 1980s however, researchers such as Henri Holec (1979) took on a new approach to language teaching and learning which explored learner autonomy. Holec (1981), the author who examined autonomy in language learning, refers to learner autonomy as the learners' ability to take responsibility for their own learning. (cited here as Holec 1981).

For decades, EFL learners have experienced changes in language teaching methods as theoretical knowledge developed. Despite these changes, however; it remains a challenge to encourage learners to adapt to a concept that shifts the entire focus of learning from the teachers to the students themselves. As a concept, learner autonomy revolves around the idea that students themselves are responsible for their intellectual learning, rather than their teachers. Autonomous learning is based on the notion that learners' abilities develop individually and therefore, they must rely on themselves to achieve the progress they aim to achieve. Researchers such as Little (1995) believed in the positive effect of fostering the notion of autonomy and actively encouraged students to adapt it. Little (1995) asserts that language learners who acknowledge responsibility regarding their learning will probably accomplish their learning targets; and in the event that they accomplish their learning goals, they are more capable to keep an uplifting state of mind in the future. Similarly, other researchers such as Al Asmari (2013), and Borg and Al-Busaidi (2012) agree with Little's (1995) assertions, particularly about the benefits of adopting the concept with EFL learners.

Reviewed literature and most studies (e.g., Camilleri, 1999; Candy, 1991; Al Arabai, 2017) in the field of learner-autonomy focuses on learners and the results of promoting learner autonomy, however, teachers play a key role in promoting the concept and encouraging it. On the other hand, teachers are part of the learning environment that is governed by the cultural traits that may facilitate or prevent learner autonomy (Ho and Crookall, 1995). In Saudi Arabia, EFL environment is slowly developing specially in the field of language education. Therefore, there is a limited number of studies that investigates elements that contributes to the facilitation or the prohibition of learner autonomy. The cultural aspects of the Saudi context suggests that the teacher remains the primary source of language and most importantly represents an authority figure in the EFL classrooms (Ho and Crookall, 1995). Acknowledging the Saudi educational culture, has the educational environment in Saudi Arabia changed? And are the teachers willing to shift the attention to the learners by promoting the concept of autonomous learning? The current situation of learner autonomy in

Saudi Arabia is not clear due to the limited number of research studies that focuses on teachers' perspectives and contributions to promote the concept of learner autonomy.

A. *Statement of the Problem*

Literature in the field of learner-autonomy in the Arab context and specifically in the Saudi context is limited. Therefore, an investigation on the teacher's role in promoting the concept to EFL learners is the focal point of this paper to help understand the significant role teachers play in enhancing and developing the language learning process. The study also sheds light on the difficulties teachers may face while implementing learner autonomy into their teaching practices.

B. *Objectives of the Study*

Acknowledging the importance of teachers' roles in promoting learner autonomous, this study aims to:

- 1) To examine teachers' knowledge of learner autonomy in the current situation.
- 2) To explore teachers' perspectives of learner autonomy and their implications to promote it in EFL classrooms.
- 3) To identify the challenges teachers may face in encouraging and fostering learner autonomy.

C. *Research Questions*

- 1) What is the teachers' knowledge of learner autonomy?
- 2) What are the factors that may prevent teachers from encouraging and implementing learner autonomy in their classrooms?

II. LITERATURE REVIEW

A. *What Is Learner Autonomy?*

Researchers have published studies on the topic of autonomous learning (Holec, 1981; Little, 1998; Bensons and Voller, 2014; Smith, 2008; La Ganza, 2008). The defining characteristic of autonomous learning is that learners take responsibility for their own learning. In this process, learners are encouraged to develop independent learning skills and strategies, where they can develop their abilities depending on their effort. Researchers such as Little (1998) have worked to expand the notion of learner autonomy to include language learning. In his book *Teaching Modern Languages*, Little (1998) explains, in the event that students are to be effective communicators in their target language, they should be autonomous to the degree of having adequate independence and self-confidence. Learners need to fulfill a variety of social, psychological and discourse parts or roles in which they will be find themselves casted in.

The rise in popularity of autonomy in language learning over the past few years has led to a variety of terms that refer to the same concept (learner autonomy). The most commonly used terms that refer to autonomy in language learning are, self-direction, self-access, distance learning, self-instruction and out of class learning. Holec (1980), widely regarded as the father of autonomous language learning theory, defines autonomous learning as the learner being "capable of taking charge of his own learning" (as cited in Schmenk, 2005, p. 4). Similarly, Smith (2008) describes learner autonomy as learners having the power, ability and right to learn. La Ganza (2008) states that learner autonomy is the result of critical reflectivity and therefore can be commonly defined as the willingness and the capability to manage constraints within a vision of education as liberation and empowerment. Little (2002) provides his own definition, stating that learner autonomy is primarily a psychological association to the process of language learning learners' develop, that is known as number of different behaviours. Such as the ability to be more independent, critical reflectivity, making decisions and independent action. In summary, all of these definitions point to the central idea of learner autonomy as the ability learners have or develop to take charge of their own learning. Therefore, for the purposes of this study autonomous learning is defined simply as the learners' ability to take charge of their own learning.

B. *Theoretical Basis of Learner Autonomy*

John Piaget, 1971 first presented the theory of constructivism 60 years ago. Piaget asserts that knowledge is not a representation of reality. Rather, it is constructed and thus has an adaptive function. In associating autonomous learning with constructivism, Candy (1991) presents a strong argument stating that one of the focal principles of constructivism is that people try to give meaning and offer significance to, or interpret and construct a number of occasions, events and ideas in which they face on a daily basis. In Candy's terms, constructivism leads directly to the notion that knowledge is an innate process and therefore it cannot be taught, but only constructed, as a result knowledge is something that language learners build and construct on. Thus, if learners are able to construct their own learning based on a series of experiences and events, they are then clearly responsible for their own learning.

Constructivism is based on the principle of constructing knowledge individually without the aid of a more knowledgeable 'other,' in this case, an instructor. Using constructivism as a framework allows us to look at knowledge as something that can be constructed using a variety of resources, such as experiences or information gathered from books or the Internet. Thus, while the sources of knowledge may differ, the concept of forming it and developing autonomously is what is most significant.

C. *Learner Autonomy -Teaching Strategies*

Before considering the implementation of learner autonomy into their teaching, teachers need to consider a number of elements. Teacher autonomy is the starting point for a successful implementation of learner autonomy teaching strategies. This term refers to teachers believing in the concept and being autonomous learners themselves (Little, 1995). Teachers can implement and promote LA with learner autonomy strategies, which are all dedicated to train EFL learners to take more responsibility for their own learning. This encouragement starts with understanding the learners' needs and objectives of the target language. First, teachers need to guide learners towards deciding on their objectives and needs. Second, teachers need to consider aligning the institution framework and objectives and with EFL learners needs and guide them accordingly. Third, intensive focus on communicative tasks is highly important (Benson, 2013). Fourth, reviewing and monitoring individual progress and helping the learners evaluate their own progress helps in promoting autonomous learning. The teacher should also train learners to take achievement tests using other resources such as online assessment. Finally, the teacher can also foster learner autonomy through assigning learners to complete autonomy projects, where it allows students to engage in situations that require them to use the target language for the purpose of communication (Little, 1995).

D. Challenges Teachers Face in Implementing Learner-autonomy

When discussing learner autonomy in language learning classrooms, it's important to note that not all researchers agree on the effectiveness of self-instruction (Al-Shaqsi, 2009; Camilleri, 1999; Burkert & Schwienhorst, 2008). On the other hand, Little (2000) pointed out the lack of research in the area of learner autonomy stating that "very few instructions are solidly based on research results or the results are inconclusive" (p.23). As a result, some teachers may not believe in the concept and therefore may not be willing to support initiatives to implement autonomous learning practices in their classrooms. For example, Burkert and Schwienhorst (2008) provide evidence that teachers who are not autonomous learners themselves language learners could have an adverse influence on the advancement of autonomy in their students. In a research study conducted in Thailand, Reinders (2014) explains the difficulties he faced while attempting to encourage autonomous learning among his Thai students. He confirms a number of factors that leads to these challenges, such as learners' limited exposure to English language, because it is taught as a foreign language. Therefore, students were only exposed to the second language two hours a week and did not use it outside the classroom. This contributed to the lack of desire to engage in autonomous learning activities outside the classroom.

Another difficulty in adapting autonomous learning practices in Thailand was reported by Kongchan and Darasawang (2015). In their book, *Innovation in language learning and teaching*, they reported that teachers and staff were not dedicated (full-time) enough to manage and run the self-accessing Centers (SACs) created to foster individual learning. Thus, most teachers have time issues when they attempt to implicate or encourage their students to adopt learner-autonomy. To address these challenges, the authors refer to another more successful case where the SACs did not face problems. In this case, also in Thailand, the center had its own staff (part-timers working only in the center), and the teachers of the school were also encouraged to work in the center. In addition, they also hired a part-time staff. This example points to the fact that although autonomous learning projects may face challenges, these challenges can be adequately addressed.

Similarly, a study conducted by Dang (2010) at La Trobe University in Vietnam noted that popular educational practices in Vietnam were associated with retaining and remembering as opposed to testing, experimenting and creating learning. Despite significant investment and effort to improve autonomous learning practices and change the perspectives of learners, teachers and stakeholders; classroom practices and students' learning activities have not changed much.

In Saudi Arabia, encouraging learner autonomy may be challenging. Despite the resources available both inside and outside the classroom, language learners find it difficult to rely on their efforts to learn English. Similar to the case of the Thai learners in Dang's (2010) study, Saudi students, whose native language is Arabic, have limited exposure to L2 and this limited exposure to the L2 often prevents learners from trusting their independent learning abilities. In a study conducted in Jeddah, Saudi Arabia, Khan (2011) reveals, "Saudi students are not exposed to listening or speaking activities in their daily life interaction at home, nor at school, nor in the market or public places. Such conditions dampen the spirit and stunt the growth of pupils" (p.1251). In light of these challenges, this research study attempts to draw a picture on teachers' perception of learner autonomy, which contributes to the success or failure of the implementation of such concept acknowledging the important role they play in the process of language learning. Also, what teachers are doing to encourage their EFL learners to become autonomous learners? In addition to how they apply these practices in their classrooms.

III. METHODOLOGY

A. Participants

The participants of this study were 50 female EFL teachers at the English Language Institute (ELI), King Abdul-Aziz University (KAU) in the city of Jeddah, Saudi Arabia. All participated teachers were teaching English language at different levels in the foundation year program. The taught levels are introductory, beginner, pre-intermediate and intermediate level. Majority of the female participants are experienced language teachers of not less than 5 years.

B. Research Design

This research study is purposefully conducted using a descriptive research design that aims to present valuable findings to better understand EFL teachers' knowledge, perceptions and challenges. Also, to present an overview of the current situation of autonomous language learning. Therefore, quantitative and qualitative research methods were used to analyze the data attentively. A quantitative analysis is essential to give accurate numerical data (Hancock, Ockleford, and Windridge 2009). Johnson & Turner (2003) state that qualitative methods are viewed as a basic supplement to quantitative methods on the grounds that the element that decides a program's success from failure are a long way from transparent. The questionnaire had two parts. The first part contained 18 Likert scale statements to investigate teachers' knowledge and understanding of learner autonomy. The second part had two open ended questions to better comprehend how teachers are fostering and encouraging LA and also, to better understand the difficulties they may face in adopting the concept.

C. Data Collection Procedures

Piloting

The questionnaire survey was piloted with 20 participants prior to the main study to avoid ambiguity. The instrument demonstrated a high content of validity and reliability (0.743).

Main Study

The teachers' questionnaire survey was adapted from another study carried out in Al-Taif University, Saudi Arabia by Alasmari (2013). The data of this study were collected through sending the questionnaire to the ELI teachers using (google drive). The targeted participants were EFL foundation year teachers. The data of the questionnaire was automatically exported to a MS[®] Excel file that was later exported to a SPSS[®] statistical analysis software.

D. Instrumentation

The instrument of this study was a survey with a Likert-scale and an open-ended questionnaire. The first part of the questionnaire survey contained 18-items categorized into 3 groups. The 18 Likert-scale statements were analyzed using SPSS[®]. The second part of the questionnaire contained two open-ended questions that were analyzed using thematic analysis.

E. Results

Teachers' Perceptions and Knowledge of Learner Autonomy

For the first research question, which was: 'what is the teachers' knowledge of learner autonomy?'

The results are presented in table 1, 2, 3 and 4 below.

TABLE 1.
TEACHERS' RESPONSES TO STATEMENTS RELATED TO LEARNER AUTONOMY - CURRENT SITUATION

Statements	5 Strongly Agree	4 Agree	3 Neither Or N/A	2 Disagree	1 Strongly Disagree
1-Students set up their own learning goals	12%	16%	30%	26%	16%
2-The students tell the teacher what they would like to learn	10%	26%	20%	34%	10%
3-Students feel very concerned to perform well in the classroom	16%	42%	26%	14%	2%
4-Student think about their relationship to the rules they have learned while learning a new grammar rule	14%	50%	18%	16%	2%
5-Students try to discover knowledge in English on their own rather than obtaining knowledge from the teacher	2%	18%	38%	36%	6%
6-Students reflect on test performance and compare it with other students	8%	38%	20%	24%	10%

The results illustrated that 28% of the teachers believe that EFL learners are able to set up their own goals. Also, a high percentage of 30% of the teachers found statement 1 does not apply to their current situation with their students and they couldn't decide whether to agree or disagree. The highest percentage of teachers' responses disagreed with the statements with a percentage of 42%. In response to statements 2, a percentage of 44% of the teacher disagreed with the fact that their students tell them what they would like to learn. On the other hand, 36% agreed with the statement and 20% found the statement not applicable to their situation. In response to statements 3, majority of the teachers with a percentage of 58%, agreed that students felt very concerned to perform well in the classroom. However, a low percentage of 16% of the teachers disagreed and 26% found the statement not applicable to their classroom situation.

Results of statement 4 revealed that 64% of the teachers believe that students think about their relationship to the rules they have learned while learning a new grammar rule. On the other hand, 18% of the teachers disagreed and also 18% found that not applicable to their situation with the students. Teachers' responses to statement 5 revealed that 42% of the teachers disagreed with the statement "students try to discover knowledge in English on their own rather than obtaining knowledge from the teacher. However, a low percentage of 20% of the teachers agreed with the statement and 38% of the teachers were not able to decide or found the statement not applicable to their situation. Finally, in response to statement 6, 46% of the teachers agree that students reflect on test performance and compare it with other students. On

the other hand, 34% disagreed and only 20% found the statement not applicable. Results of responses related to implementing learner autonomy through teaching strategies are presented in Table 2.

TABLE 2.
TEACHERS' RESPONSES TO STATEMENTS RELATED IMPLEMENTING LEARNER AUTONOMY THROUGH TEACHING STRATEGIES

Statements	5 Strongly Agree	4 Agree	3 Neither Or N/A	2 Disagree	1 Strongly Disagree
1- Implementing learner autonomy in teaching through communicative skills	26%	62%	8%	4%	0
2- Group discussions are a good strategy to encourage autonomous learning	28%	70%	2%	0	0
3- Prefer learner-centered approach	28%	56%	8%	6%	0
4- Provide authentic learning materials	28%	56%	8%	8%	0
5- Providing motivating environment to encourage learner autonomy	42%	46%	10%	2%	0
6- Students poor responsibility in learning affects the implementation of learner autonomy	38%	34%	16%	8%	4%

Results of the second category illustrated that 88% of the teachers encourage learner autonomy through communicative skills. Only 4% disagreed and 8% were not able to decide or found the statement not applicable. In response to statement 2, a very high percentage of 98% of the teachers agreed that group discussions is a good strategy to encourage learner autonomy and only 2% found the statement not applicable. In teachers' responses to statement 3, 86% of them prefer learner-centered approaches and believe that it helps in encouraging learner autonomy. Only 6% disagreed and 8% found statement 3 not applicable. A high percentage of 84% of the teacher's agreed with statement 4 and only 8% disagreed. Also, 8% found the statement not applicable or couldn't decide.

In response to statement 5, 88% of the teachers' agreed to provide a motivating environment which encourages learner autonomy. Only 2% disagreed and 10% found the statement not applicable. Finally, 72% of the teachers agreed that the students' poor responsibility in learning affects the implementation of learner autonomy. Only 12% disagreed and 16% were not able to decide or found the statements not applicable. Results of responses related to the futuristic of learner autonomy are demonstrated in Table 3.

TABLE 3.
TEACHERS' RESPONSES TO STATEMENTS RELATED TO LEARNER AUTONOMY- FUTURISTIC

Statements	5 Strongly Agree	4 Agree	3 Neither Or N/A	2 Disagree	1 Strongly Disagree
1-Learners need continuous professional development	42%	46%	10%	2%	0
2- Reflection on teaching-learning process	38%	54%	8%	0	0
3- Focus on learner training	42%	52%	4%	2%	0
4- Receive necessary support from the university	52%	42%	4%	2%	0
5- Learner should be as autonomous as possible	52%	38%	10%	0	0
6- Learner training fosters reflective attitude	54%	36%	8%	2%	0

In the final category 'learner autonomy futuristic' results showed that 88% of the teachers believe that students need continuous professional development. However, only 2% disagreed and 10% responded with neither. In response to statement 2, 92% of the teachers agreed that reflection on teaching and learning processes helps promote learner autonomy in the future. Only 8% found the statement not applicable or couldn't decide. A high percentage of 94% of the teachers agreed with statement 3 and only 2% disagreed stating that focusing on learner training won't help with promoting learner autonomy and 4% responded with neither agreement nor disagreement.

Results of statement 4 revealed that 94% of the teachers agreed that university support is necessary to promote learner autonomy. On the other hand, only 2% disagreed and 4% were not able to decide and found the statement not applicable. Majority of the participated teachers (90%), agreed with statement 5 in that learners should be as autonomous as possible and only 10% responded with neither. Finally, in response to statement 6, 90% of the teachers agreed that learner training fosters reflective attitude. Only 8% responded with neither or found the statement not applicable. On the other hand, a low percentage of 2% disagreed with the statement. Results of the teachers' response analysis on encouraging learner autonomy are presented in Table 4.

TABLE 4.
RESULTS OF TEACHERS' RESPONSE ANALYSIS ON ENCOURAGING LEARNER AUTONOMY

Category	No. of participants	%
(a) Student- centered instruction	17	37%
(b) Group work	7	15%
(c) Technology	5	11%
(d) Discussion	3	6%
(e) Homework	8	17%
(f) Skills	3	7%
(g) Other	3	7%

Results of the first open-ended question as shown in table 4, revealed more about the teachers' in-class practices to promote learner autonomy. Majority of the teachers' comments indicate a strong encouragement of learner-centered approaches. A total of 17 (37%) of English teachers mentioned the learner-centered approach as a strategy that helps promote learner autonomy. Participant 2 stated *"I mostly use student centered instructions/activities as well as guided discovery"*. Participant no.13 agrees *"Having a student-centered way of teaching that heavily relies on extracting information from students"*.

Another strategy teachers revealed in their comments was group work. A total of 7 (15%) teachers believe that engaging students in group work helps promoting learner autonomy. Participant no.23 stated *"By introducing group discussion, giving guidance and facilitating activities"*. Also, participant no. 32 agreed *"I use mainly task based activities in small groups which fosters quite a bit of peer support and a lot of critical thinking. The students have to use the 4 skills and the activation of newly acquired vocabulary and grammar"*.

In reference to technology, 5 (11%) participants stated that they use technology to help promote the concept. Participant no.46 stated *"Using technology in the classroom helps a great deal. Also, allowing learners to do the tasks as role plays or a debate is helpful too"*. Only 3(6%) of the teachers mentioned discussions as a classroom practice to encourage learner autonomy. Participant no.18 stated *"Discussion is the most encouraging way"*.

Moreover, 8 participants mentioned homework in their comments and believed that asking students to complete a certain task at home or preparing a lesson helps encouraging LA. For example, participants no.37 stated *"By encouraging them to prepare for the lesson before the lesson itself, by looking for the meaning of different vocabulary"*. However, only 3 teachers commented on using skills to encourage LA with a percentage of 7%. Participant no.40 revealed *"Mainly in writing portfolio by allowing students to write on their own first and then teaching the correct writing practice and discussing mistakes and how to correct them"*. Finally, 3 (7%) teachers mentioned other comments related to classroom practices such as participant no.34 stating *"I always try my level best to teach them according to it"* and participant no.7 stating *"In all ways. It's definitely for the benefits of both learner and teacher"*.

F. Challenges Teachers' Face in Implementing Learner Autonomy

For the second research question which was: What are the factors that may prevent teachers from encouraging and implementing learner autonomy in their classrooms? The results are presented in tables 5.

TABLE 5.
RESULTS OF RESPONSE ANALYSIS OF TEACHERS' COMMENTS ON IMPLEMENTING LEARNER-AUTONOMY STRATEGIES INTO THEIR EFL CLASSROOMS

Category	No. of participants	%
(a) Time	6	12%
(b) Institution	6	12%
(c) Teachers' efforts	5	10%
(d) Learners' efforts	7	14%
(e) Students' level	11	22%
(f) Other	15	30%

In reference to Table 5, the results illustrated that 6 (12%) of the participated EFL teachers stated that time is an issue when trying to implement LA. For example, participant no. 2 stated *"Yes. It's difficult due to the short time and the heavy material"*. Also, participant no.22 agreed *"It is possible with extra time and some flexibility allowed"*.

In reference to the institution, 6 (12%) of the teachers mentioned institution as a factor that may prevent them in implementing LA into their EFL classrooms. For example, participant no.7 stated *"No, but certain EFL institutions do not encourage it or leave much room/time for it to be nurtured in a system that attempts to standardize the learning process"*.

Teachers' comments also revealed that only 5 of the participants believed that teachers' efforts can be a preventing factor if not existed. Participant no.16 stated *"Where there is a will there is a way. Nothing is difficult if a clear strategy is implemented and applied in learning autonomy"*. On the other hand, 7 (14%) teachers assert that the lack of students' effort can be a factor that prevents them from promoting LA. For example, participant no.41 stated *"This depends on the type of student. If students are already motivated it would not be difficult but if students are weak and uninterested then it would be very difficult"*. Participant no.37 agreed stating *"Not difficult but depends on the learners' willingness to take responsibility about her education (English learning)"*.

Results also showed that 11(22%) teachers believe that the student's level plays an important role in preventing LA. Participant no.26 stated *"Yes, sometimes it depends on my learners' level of the English language"*. Participant no.49 agreed stating *"If the learners are at or above level, it is possible"*. However, a total of 15(30%) teachers responded with different comments that showed either a personal opinion of LA or to declare that they do not have an answer for the question such as participant no.43 commented *"It is difficult when a class has a teacher-centered approach"* another participant, no.42 stated *"I don't know"*.

IV. DISCUSSION AND CONCLUSION

Regarding teachers' Knowledge of learner autonomy, the results illustrated that EFL teachers are familiar with learner autonomy. However, when asked about the current situation, the majority of the teachers (42%) disagreed with the statement that students in the current time are able to set up their own learning goals, only 28% of the teachers agreed with the statement. These results indicate that teachers believe that EFL Saudi learners lack basic necessary learner autonomy skills such as self-management, determining their learning goals and objectives. Teachers' negative feedback on the current situation is also revealed when asked about whether students tell them about what they would like to learn. A large number of teachers (44%) disagreed with the statement. Only 36% of the teachers agreed that students are able to select and tell them what they want to learn. These results indicate that teachers assert Saudi learners are not able to determine their learning needs.

However, 58% of the teachers agreed that students are very concerned to perform well in the classroom and even a larger number of teachers (64%) agreed that students think about their relationship to the rules they have learned while learning a new grammar rule. In contrast to the first two statements, teachers' agreement with statement 3 and 4 shows that students are aware of the importance of their role in the learning process even if they are unable to translate the awareness into actions such as selecting what they believe is important for them to learn. The high percentage of responses shows that students are concerned to perform well in class and to some extent monitoring their performance. Relatively as shown in statement 4, most teachers believe that students try to rationalize and utilize what they have learned in the classroom. Most important statement related to the current situation of learner autonomy and teachers' perspectives, is statement no.5, teachers were asked if learners try to discover knowledge in English on their own rather than from the teacher. The majority of the teachers (42%) disagreed with the statement stating that learners depend entirely on them (teachers) in discovering knowledge in English. Only 20% agreed that their students are able to do so themselves.

In summary, the ELI teachers' perspective of the current situation of learner autonomy was generally negative. The majority of the participated teachers believe that students are not considered autonomous learners yet. On the other hand, some believed that students showed awareness of self-monitoring and concerns of in class performance, which indicates that students are taking some responsibility for their learning to some extent. However, teachers believe the Saudi language learners still lack learner-autonomy knowledge and skills. The results are in agreement with the findings of a research study conducted by Alrabai (2017) in King Khaled University, Saudi Arabia. The study aimed to examine Saudi learners' level of autonomy in language learning. The researcher clarified in his findings that by examining learners' capacity for independent learning and self-efforts in learning English, results revealed that Saudi learners were non-autonomous on both factors.

Results of the statements related to implementing learner autonomy through teaching strategies (see table.2), showed that a significant number of the ELI teachers have the knowledge to implement LA through particular teaching strategies that help encourage the concept. In a study conducted by Guilloteaux and Dornyei (2008), it is revealed that the students' performance and motivation is related to teachers' motivation and their classroom teaching strategies. The majority of the teachers agreed that communicative tasks are essential to promote learner-autonomy. Also, a large number of teachers agreed that group discussions, the learner-centered approach and providing authentic materials are all teaching strategies they use to promote LA. Relatively, 88% of the teachers believe that it is important to provide a motivating environment to help encourage LA. The results are in agreement with a research study conducted by Chen (2013) in South China University. The findings of the survey show that providing learners with the interactive environment such as using computer-assisted learning, which in this study was implemented using tablets, helps in promoting learner autonomy.

Despite the fact that majority of the ELI teachers showed satisfying knowledge of learner-autonomy, 72% of the participants believe that students' poor responsibility affects the implementation of learner autonomy.

In the final category, teachers were asked to respond to statements related to their perspective of Learner-autonomy futuristic. As mentioned before, the majority of English language teachers agreed that Saudi learners have poor learning responsibility. Similarly, in response to the first statement in the final category, results also revealed that 88% of the teachers believe that students need continuous professional development. Also, a higher percentage of 92% of the teachers agreed that reflection on teaching and learning processes helps promote learner autonomy in the future. The result is in line with a research study conducted by Reinders and White (2016) at Massey University, New Zealand. The researchers investigated the future of learner autonomy and found that literature in the field learner autonomy is in need of more focus on teachers' reflections to improve the teaching and learning processes. Furthermore, a high percentage of 94% of the teachers agreed that more focus on learner training in the future is also essential to help foster and promote the concept to Saudi learners. Teachers also reported in agreement that learner training fosters reflective attitude. The results are in agreement with the findings of Alrabai's (2017) research study; he revealed that the lack of learner training is a factor that contributed to ignoring learner autonomy in EFL Saudi setting.

In the fourth statement, participants' responses reported that 94% of the teachers agreed that university support is necessary to promote learner autonomy. This result is in agreement with the findings of an earlier research study conducted by Hooyeman, Wulf and Lewthwaite (2014) in the United States. In their conclusions, they indicated that autonomy-supportive conditions have multiple benefits for learning and encouraging learners to become more

autonomous language learners. Also, majority of the participated teachers (90%), agreed with statement 5 and that learners should be as autonomous as possible.

After completing the Likert-scale part of the questionnaire, teachers were asked to answer open-ended questions to elaborate and provide more explanation. The first open-ended question also aimed to reveal how much ELI English teachers know about learner autonomy in their own words. Also, teachers' comments showed information about in-class practices to promote learner-autonomy. The findings reported that a large number of teachers agreed that the learner-centered approach is a strong encouragement to learner autonomy. These results are in agreement with a research study that was conducted by Chen (2001), who found that language teachers should undertake more learner-centered activities when teaching EFL learners, by encouraging them to take more responsibility for their learning. Another strategy teachers revealed in their comments was group work. A total of 7 (15%) teachers believe that engaging students in group work helps to promote learner autonomy. This is in agreement with a research study conducted by Ramos (2016) in Francisco University. In his study, he revealed that students should be provided with opportunities that enable them from being more independent learners. Hence, learning opportunities such as planning and working with others can help promote learner- autonomy.

Few teachers mentioned homework and completing tasks after class in their comments. Although the number of teachers who mentioned homework and after class tasks were small, the literature on learner autonomy revealed that most of the learning process takes place outside the classroom where learners are working alone. Reinders and White (2016) mentioned in their study that learner autonomy had a number of dimensions that includes a variety of settings in which learning can take place. Extra-curricular programs or out of class learning are all terms that refer to the location of where autonomous learning can take place. Another way to encourage learner autonomy emerged in the teachers' comments for focus on certain language skills such as concentrating on reading. The small number of teachers' comments shows that not all English teachers believe that focusing on certain language skills can benefit learner autonomy. All four language skills are the center of any English class. However, extra work on these skills and teaching learners to depend on themselves in developing them is a contribution to learner autonomy.

In conclusion, the majority of the participated teachers believed that Saudi English learners are not autonomous learners yet. Learner autonomy situation in Saudi Arabia lacks the need for students and teachers training, reflections on the teaching learning process and institutional support. This is how ELI English instructors perceived the future of learner autonomy and what is still needed to encourage such a concept in the Saudi setting. Also, teachers' comments reported some suggestion on learner autonomy encouragement that was also reported in earlier research studies. Hence, this indicates that majority of the participated teachers are familiar with learner autonomy teaching strategies. Although ELI teachers showed knowledge of learner autonomy yet, they still had a negative perspective of learner autonomy. The second research question investigates the factors that prevent teachers from applying those strategies.

Pertaining the factors that may prevent teachers from encouraging and implementing learner autonomy in their classrooms, results reported five factors that teachers believe affected their encouragement of learner- autonomy. These factors are time, institution, teachers' efforts, learners' efforts and students' level. The majority of ELI teachers believe that students' level is the strongest affecting factor that limits their implementation of learner autonomy. A higher number of teachers' (30%) responded with comments that were not specific nor direct to the point. However, they presented their personal opinion suggesting that learner autonomy is difficult to incorporate into teaching Saudi learners. Others commented saying it is almost impossible (see comments table.7).

In conclusion, the findings reported that teachers have a negative perspective of learner autonomy in the current situation, stating that there are a number of reasons such as poor students' responsibility and not being able to determine what they need to learn. The findings also illustrated that there are a number of challenging factors that prevent the implementation of learner autonomy into Saudi EFL classrooms. Teachers mentioned in their comment answers number of factors such as time, institution, teachers' efforts, and learner efforts and students level. The majority of the teachers agreed that students' level is one of the main reasons why teachers find implementing learner autonomy in their teaching practice challenging. The findings show that Saudi learners are not autonomous learners yet. However, teachers agreed that both teachers and learners need professional training to help encourage learner autonomy in the future. Future education is moving towards autonomous learning. Therefore Saudi learners may need to be professionally trained. As the results show, teachers also lack professional training and develop learner autonomy knowledge.

V. LIMITATION OF THE STUDY

This research study may not be generalized to other countries but it could be generalized and applied to neighboring countries which have similar background and culture. It is also limited to female English teachers teaching in the foundation year. Accessing Male participants' data was difficult due to the laws and customs of Saudi Arabia therefore, this study was limited to female participants only.

VI. SUGGESTIONS FOR FURTHER RESEARCH

Furthered research is advised to investigate other areas of learner autonomy on different samples such as male participants and varying levels of learners. A second suggestion is to study the role of the institution, environment and other possible elements that can provide valuable information on learner autonomy situation in Saudi Arabia. Finally, further studies on promoting and raising awareness of learner autonomy are highly encouraged.

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APPENDIX

Below are a number of statements regarding learner autonomy in language learning, also known as independent learning Please read each one and indicate to what extent you (as a language instructor) agree or disagree with each one. Please write your answer for questions 4 and 5.

1-Learner Autonomy – Current Situation

Statements	5 Strongly Agree	4 Agree	3 Neither Or N/A	2 Disagree	1 Strongly Disagree
a. Students set up their own learning goals					
b. The students tell the teacher what they would like to learn					
c. Students feel very concerned to perform well in the classroom					
d. Student think about their relationship to the rules they have learned while learning a new grammar rule					
e. Students try to discover knowledge in English on their own rather than obtaining knowledge from the teacher					
f. Students reflect on test performance and compare it and compare it with other students					

2-Implementing Learner Autonomy through Teaching Strategies

Statements	5 Strongly Agree	4 Agree	3 Neither Or N/A	2 Disagree	1 Strongly Disagree
a. Implementing learner autonomy in teaching through communicative skills					
b. Group discussions are a good strategy to encourage autonomous learning					
c. Prefer learner-centered approach					
d. Provide authentic learning materials					
e. Providing motivating environment to encourage learner autonomy					
f. Having poor teaching facilities affect the application and encouragement of learner autonomy					

3-Learner Autonomy – Futuristic

Statements	5 Strongly Agree	4 Agree	3 Neither Or N/A	2 Disagree	1 Strongly Disagree
a. Learners need continuous professional development					
b. Reflection on teaching-learning process					
c. Focus on learner training					
d. Receive necessary support from the University					
e. Learner should be as autonomous as possible					
f. Learner training fosters reflective attitude					

4-In what way are you encouraging learner autonomy in the classroom?

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5-Do you think it is difficult to implement learner autonomy strategies in EFL classrooms?

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Jamilah Aseeri is presently an MA candidate in the TESOL program, English Language Institute, King Abdulaziz University, Saudi Arabia. She has completed her Bachelors's degree in Applied Linguistics and Translation. She has taught English in Yanbu University College, Effat University, and is currently employed in the Jeddah International College. Her research interests are Second Language Acquisition, Second Language Learning and Language Teaching and Learning.

Nadia Shukri has a Doctorate of Education (TESOL) from the Leicester University, United Kingdom. She is an Associate Professor (Applied Linguistics:TESOL) in the English Language Institute, King Abdulaziz University, Saudi Arabia. She is currently teaching and supervising graduate students in the Master/TESOL program. Her research interests include Teacher Education, Second Language Writing, and Blended Learning.

Jordanian Arabic: A Study of the Motivations for the Intentionality in Dialect Change

Ahmad M. Saidat

Department of English Language and Literature, Al-Hussein Bin Talal University, Jordan

Abstract—Language change and development is inevitable in any society due to social or structural factors. This research looks at Jordan, a small country that is experiencing an ongoing dialect change. Although this change is minor and arguably invisible, it is taking place among a large group of young people. In this study, the reasons and motivations for this change are unearthed. Over 200 people were interviewed and were asked to respond to a questionnaire. The collected data were then statistically analyzed. The findings were that social bending, identity, self-image, and network ties appear to be of the major reasons for young people imitating and adopting two regional dialects of the Middle East, namely Lebanese (LA) and Syrian (SA). The role of media appeared great and is probably the main source for the adoptions. There does not seem to be a strong adult rejection of this phenomenon which has become inevitable. The adoptions at this stage are intentional and are expected to develop to be unconscious in the future as younger receptors are not aware of the intentions of the current imitating groups and assumingly they will acquire certain vocabulary, tones, and structures as their mother dialect due to direct interaction with older teenagers. Historically, certain linguistic features disappeared from the local dialect of Jordan (JA) in favor of other neighboring dialects.

Index Terms—Arabic, language change, Jordanian dialect, social bending

I. INTRODUCTION

During the second war on Iraq in 2003, and after the capture of Saddam Hussein, Al-Aljazeera TV station (2008) invited Prince Hassan of Jordan. He talked then about the current situation within Iraq and the struggle between Sunni and Shi'a of Iraq and was afraid that certain world powers are the reason for "Lebanizing" Iraq. Although the word, *Lebanizing* may not be in the dictionaries of English, it came into existence during the civil war in Lebanon when the two groups- Sunni and Shi'a -fought for power. The term, since then, describes situations related to civil wars and to struggles between these two specific Muslim groups, and the Prince was worried that Iraqis would copy what had happened in Lebanon. In this study, I use the term to describe a language situation related to the LA and SA in that a process of copying certain features of these to dialects into (JA). It simply describes Lebanese and Syrian cultural and linguistic invasion of JA.

Arabic, as a Semitic language, has two main varieties, Modern Standard Arabic (MSA) and local Non-Standard Arabic (NSA). These have been exhaustively described and discussed in the literature, (Mahmoud, 2000, Belnap and Haeri. 1997, Agius 2007, Ani, 2007, Bahloul 2007, Benmamoun 2007, among many others). MSA is the official language of the Arab countries. NSA is the mother tongue variety which marks each country from the other. In the literature, these NSA dialects are categorized into five major groups Syro-Lebanese (Levantine Arabic) spoken in Jordan, Syria, Palestine and Lebanon; Arabian dialects spoken in Kuwait, Bahrain, Oman, UAE, Qatar, Yemen and Saudi Arabia; Mesopotamian dialects spoken in Iraq; Egyptian dialects spoken in Egypt; Moroccan dialects spoken in Mauritania, Morocco, Algeria, Tunisia and Libya.

While these dialects are grouped thus due to the similarities they have among them, there are notable grammatical, lexical, morphological and phonological differences that cannot be considered accent differences. However, despite these differences, each local NSA is accessible to the speakers of the same dialect group and less accessible and sometimes inaccessible to speakers of other groups. For example, a Jordanian would speak with a Syrian with ease, with a Saudi with less ease but would have challenging time with the Moroccan speakers. The dialects of concern in this paper are JA in opposition to LA and SA.

To this end, it has recently become evident that LA and SA are influencing other Arabic dialects including JA in many aspects such as semantically, phonologically and morphologically. However, in the current study, no attempt is made to bring out the similarities and differences between LA/SA and JA instead I shall primarily describe and attempt to explain the sociolinguistic factors that had led and are leading to JA dialect change.

In the past few years, many radio and TV stations in Jordan as well as other Arab countries began to hire males and females from Lebanon to work in their stations as broadcasters of shows and other talk programs. The selection of broadcasters is, as most employers in this field do, dependent on education, personality and appearance. This seems fair for a job of this kind. However, what seems controversial is the selection based on the dialect of the applicant. A quick search over the internet would reveal a notable number of Lebanese TV and Radio broadcasters working in stations outside Lebanon. The majority of those TV and radio stations run shows in which MSA is not used.

In the past, most stations would insist that a broadcaster was fluent in MSA, but today things seem to be different. A survey conducted by Hamadeh (2009) and published in *Emirates Business 24/7* showed that Egyptian broadcasters were preferred over other broadcasters. In the survey a list of 150 broadcasters were considered for the competition. The top ten broadcasters were nine Egyptians and one Lebanese who came ninth in the list. It was noted; however, that those ten broadcasters run shows that use MSA and not any local dialect. Add to this, the survey did not show any viable control criteria and it did not mention where the survey took place, or the number of people surveyed. Hamadeh quotes an executive in a media buying agency saying,

"Individual efforts could be misleading, because they do not have enough funds to do the right sampling. TV meters are not available in the Arab World, which makes it less likely to achieve an accurate ranking. We have to be careful in relying on such studies while advising our clients to buy into a certain medium or specific TV program." And she quotes a media expert at Dubai Press saying, "This poses a serious question about the way audiences in the Arab World choose their viewership preferences and the creativity in TV programming."

Observation of Jordanian local and satellite TV and radio stations revealed that there was at least one Lebanese broadcaster in each station. Some of them had two-hour programs. Those broadcasters used LA in their programs. This, in fact, does pose a serious question, why were they hired although the Jordanian market had many competent alternatives? Yet, another question is: what distinguished those Lebanese broadcasters from their Jordanian peers?

Furthermore, the phenomenon of imitating neighboring Arabic dialects has expanded to cover daily conversations especially among the young. You can hear it at homes, schools and universities. Although the copied features of the other dialects are still very few, they mark the beginning of an inevitable dialect change.

In the coming sections, a survey of linguistic social theories of language change and similar cases of language change motivations are discussed.

II. LITERATURE REVIEW

THEORIES OF LANGUAGE CHANGE AND MOTIVATIONS

Dialectal change could be comparable to language change since we can assume that dialectal change is the first trigger to language change. There are many theories that attempt to justify and explain language change. These theories trace back to as early as the ancient time where there was a belief, according to the Bible, that Man has done so much wrong in their lives that God wanted to make their lives difficult by assigning each nation a language, in conclusion, they would suffer to understand each other (Genesis 11:1, 7, 8 and 9).

Another theory is the theory of language decay. A language with a complex structure is more likely to disappear in favor of a more flexible language (Mufwene, 2001). Greek and Latin for example decayed for the amount of declension and conjugation they had (Brenzinger, 1992).

Another theory claimed it was a natural process as languages tend to develop and evolve (Mufwene, 2001). They change slowly but eventually deviate from the original language through transitional periods (Harrington, 2006).

Another theory is the theory of social bending. This theory was developed by William Labov. Labov (1966), in his famous study in New York department stores, proved that the pronunciation of certain sounds reflected social class. For example, those who imitated the British pronunciation of the sound /r/ wanted to show that they come from high-class while those who pronounced the /r/ as in the American pronunciation came from a different social class. Labov was able to tell that certain people came from poor neighborhoods and pronounced the /r/ when they were at that part of the city which was known as a part for high-class customers. Evidence to this could also be found in the history of English during the French occupation of England. Some people imitated and used some of the French vocabulary as French at that time reflected people from high class. Words such as *bon appétit*, *café critique* and many others are still used until today.

Social bending may affect all aspects of language, phonological, semantic, syntactic, morphological, or cognitive. Some theories claim the randomness of this phenomenon (Bright, 1998). However, sometimes this change or shift is intentional and systematic. Labov (1972), in his Martha's Vineyard study, noticed a phenomenon that the locals of Martha's Vineyard practiced. This is an island with primarily fishermen as inhabitants. Labov interviewed 69 people and found out that they intentionally deviated certain diphthongs from their original American pronunciation and that the deviation had to do with the attitudes of the speakers. It seemed that the fishermen wanted to distinguish themselves from other people, especially from those visiting the island in the summer time. By manipulating diphthongs, they believed that they are preserving their unique identity. Other inhabitants of the island adopted the fishermen's pronunciation and over time that dialect became the dialect of the island. What seemed to be intentional act carried out by a group of fishermen became a dialect by which the island is distinguished.

A good example of social bending is the case of the Multicultural London English. This form according to Kerswill et al. (2007) and Kerswill (2013) appeared in the late 20th century. It is a dialect spoken by the working class in London and which had been imitated by a wide range of people. This dialect had put other dialects such as the Londoners' Cockney at risk of decay.

Igoudin (2011) conducted a case study on three young Asian girls who merged African American English Vernacular (AAEV) within their daily speech. She reached the conclusion that those girls believed that AAVE had benefits related

to “hipness, popularity and cross-cultural socialization” (p. 1). She added, “In this process, code choice serves as a means to gain the subcultural capital and access the desired personal power and prestige among peers” (p. 1).

To this end, the two concepts that appear in most research are POWER and PRESTIGE. What power and what prestige do young people in Jordan seek, and why? What do they gain from imitating LA and SA? The case of the three Asian girls provides evidence that their choice was intentional and was not the result of acquisition. Rather, it seems more of learning and self-study. Future generations would not know that their parents learned a dialect intentionally for distinct reasons. They will probably acquire the new dialect and take it as their mother dialect.

Rampton (1995), from another angle, discussed the concept of crossing. He claimed that the crossing process is temporary showing that it is a means to build a social identity, an identity that breaks the barriers between different social groups depriving it from ethnical and racial differences. He contends that this linguistic crossing gave the speakers a message encoding power.

Eckert (1997) believes that “girls in high school are more socially constrained than boys” (p. 258). While according to Igoudin (2011) boys have many ways to shape up their identities, girls use language and dialect to do so.

In the current study, the social bending factors will be in focus with some examples of how these factors affect other linguistic aspects of JA. A Survey that was conducted by a popular dating site in Germany revealed that teenagers felt that certain dialects were more sensually and sexually provoking than others. They felt that these dialects could be a source of attraction to the opposite sex. The survey revealed that Bavarian was considered the most sensual. This provides evidence that language is a powerful source for bringing attention and attraction.

III. DATA, METHODOLOGY AND THEORETICAL FRAMEWORK

The major part of the data was collected from young people mainly from high school students and undergraduate university students. Another set of data were collected from older people to investigate their attitudes towards the dialectal change. The targeted population comprised 200 males and females. 100 were interviewed face to face while the other 100 were asked to respond for a questionnaire in writing without any identifying information other than age and gender. Tables 1 and 2 show the distribution of the participants.

TABLE 1:
THE DISTRIBUTION OF THE PARTICIPANTS: GENDER

Gender	Number	Percentage
Males	57	28.5%
Females	143	71.5%

TABLE 2:
THE DISTRIBUTION OF THE PARTICIPANTS: AGE

Age group	Number	Percentage
14-18	62	31%
18-23	92	46%
Over 23	46	23%

The questionnaire type that was used was a mixed questionnaire. It consisted of an open-ended question that gave the chance to the respondents to express their feelings and give their opinions. It also contained closed-ended questions following the Likert scale. The open-end question was:

It has been noticed recently that some young people from the Jordanian society imitate LA and SA. If you have noticed this, please indicate whether you fall within this category and indicate the reasons why you do this, or others do it.

The data were then entered into SPSS for simple and basic statistical analysis of frequencies and to measure statistical significance. The responses were then tested against some theories of language attitude since the study of attitude is a millstone in understanding motivations and language choice.

Gardner and Lambert (1972) and Gardner (1985) contended that there are two major tasks for a speaker’s selection of a certain language variety over the other,

1. Instrumental where the speaker makes his/her language choices to achieve a social benefit such as being considered part of another social class. This choice can lead the speaker to feel that he/she comes from an upper social class or even from a lower social class depending where he/she finds it more beneficial for him/her.

2. Integrative where the speaker wants to be mingled and considered from another community.

Both of these tasks seem to be intentional leading to a crawling mutation in the language that one day will stand up and show in the form of a new language variety or even in the form of an entirely new language.

Aitchison (1994) explains that the change takes place in different manners such as decay, progress or neither this or that but inevitable. The case of dialectal change is not far from that of language change as some dialects of the same language could have apparent linguistic differences such as the case of Standard Arabic and local dialects. (Saidat, 2003)

IV. RESULTS AND THE FINDINGS

In this section, the results are listed followed by a discussion and explanation of the findings.

1. 26% of female participants claimed that they imitate other dialects because they simply like them especially the Lebanese and the Syrian. These dialects, they say, are “nice and beautiful.” However, they failed to provide answers why they thought they were nice and beautiful when they were asked if JA lacks beauty. They show more indulgence, they thought.

2. 43% of the participants claimed it was the culture where these dialects are used that attracted them. When they were asked about how adequate their knowledge about the Lebanese and Syrian cultures, they explained that they knew them through the media and that they had never lived in those countries. It seems that this group is influenced by the culture they see through the media in the forms of TV series and movies. They appear to have no idea about what the real practices of these countries are. The Lebanese and Syrian cultures are historically of the most respected cultures in the Middle East, and their practices are comparable to those in Jordan.

3. 22% thought that JA was inferior to its neighboring dialects. The participants failed to provide reasonable justification for such a belief. However, 64% of the participants, on the other hand, thought that JA is superior; and similarly failed to justify their beliefs. They attempted to defend their views showing a sense of patriotism and expressing their dissatisfaction with those who place JA in an inferior position compared to other dialects.

4. About 10% of the participants see that JA reflects harshness and Bedouinism, a quality not very much appreciated among young people today.

5. A large group of the participants, namely 72%, thought that imitating LA and SA makes the individual feel like a better person in other peoples’ eyes. They thought that by doing that they showed more flexibility and acceptability of the other. They saw it as an act of modesty and humanity, “When we use SA, we make refugees feel like home.” One participant explained.

6. 39% of the participants claimed that they imitate because they see their role-models in the speakers of LA and SA. One of the participants stated that “I feel jealous because Lebanese and Syrians are beautiful and easy-going. The way they speak is the source of their beauty!”

7. According to 90% of the participants, these two dialects show more passion and romance than JA. They see them as listener-friendly and flexible. These dialects, they believe, show that a person is free in terms of preserving traditions. They reflect high class and wealth. Furthermore, some participants thought that by imitating LA and SA, they were escaping from the local dialect and would be more involved in a world of high class and affection. An opposing group explained that LA and SA advocates were just mere imitators who give away their traditions to show fake identities that they desire but do not possess. They expressed their worries that these dialects which were intentionally imitated would become the mother dialect of their children or at least part of it. The majority of those participants advocating LA and SA considered these two dialects as more prestigious that are used to attracting more attention of males and females equally! They know, however, that doing this creates an artificial civilization and an unrealistic identity. They saw them as means of reflecting their way of thinking. In this regard, there is a widely held belief that language reflects thinking.

8. 38% thought that these two dialects show sensuality; therefore, more people would be attracted to watch TV with Lebanese and Syrian series, movies or talk shows.

9. A minority of the participants, 5%, said that some people would look down at you when they know that you were Jordanian due to the economic situation of the country. However, we cannot claim that Jordan has a worse economic status than Syria especially today.

10. 16% of the male participants claimed that they imitate them for the fun of the act of imitation. They explained that they imitate famous actors’ and actresses’ way of speaking for the purpose of mockery.

11. A large number of female participants, 83%, thought that males liked Lebanese and Syrian females and the way they speak; therefore, they thought that Jordanian females wanted to compete with them and look as attractive as their Lebanese and Syrian counterparts by imitating their dialect. The remaining number, 17%, of female participants thought that only girls with low self-esteem would imitate for reasons and benefits like that.

12. Male participants believed that LA and SA were the most sensual dialects with a percentage of 82%. They, however, claimed that it occupies this status only when the speaker is a female. On the other hand, they believed that these two dialects were not suitable for male speakers as they pertain to the feminine aspect of the speaker. Some of this group of participants accused the local dialect of being tough and not desired by male listeners. They explained that they, as males, want to use the local dialect themselves, but would like to hear LA and SA from the opposite sex.

13. 14% of participants attributed the phenomenon of imitation to the lack of identity. They said, “Those who imitate are seeking identity, therefore, should go and live where they can find one.” They added that the act of imitation was due to the lack of confidence in JA. They however, admit that “A person cannot find a job unless he or she has the good looks and the power of a sensual dialect.”

14. “Lebanon is a country with evident abandonment of traditions,” 32% of the participants claimed. However, they explained that the freedom sought relates to male and female equality and justice; and a means to deprive from the Islamic and Jordanian values. Therefore, Jordanian females want to feel this freedom and they find their only resort in the imitation of LA and SA. “I want to be respected. I am a devoted Muslim and to use some LA and SA does not deprive me from my devotion and faith.” One female participant explained. At this stage, it is worth mentioning that

women's rights are preserved in Jordan and that Jordan is one of the first countries in the Middle East to give women equal rights. It is even mandatory to have female members in the parliament.

15. 29% of the participants look at the situation from an unfamiliar perspective. Some females in Jordan think that they face a fierce competition from Syrian female counterparts whose numbers are increasing in the country due to the ongoing war in Syria and the substantial number of refugees who started to establish a life in Jordan. Others thought that this cultural invasion represented in the dialect is due to the weak Jordanian media. They accused the Jordanian official TV of allowing other TV stations to invade the houses and thinking of the Jordanian community. They claimed that most of the programs were not popular; therefore, people would go to other stations where they would find programs they liked. Add to this, most of the music on the local TV stations was either Egyptian or Lebanese and the national TV failed to meet the people's expectations.

V. DISCUSSION OF THE RESULTS AND FINDINGS

It is partially true that speaking may reflect a person's way of thinking and by the same token, thinking may reflect the way a person speaks. The Sapir-Whorf Hypothesis (Key and Kempton, 1984) is probably one of the famous theories in this regard. This theory stressed the idea that thinking was greatly influenced by the person's native language. However, the question that needs to be answered is: would a change in the person's dialect alter or deviate his way of thinking? Or, does each dialect or language have a fixed or assumed way of thinking? In other words, does using what some people consider a 'sensual language' reflect sensual intentions? Do all the speakers of the 'sensual language' know that their language is seen as sensual? It would be prejudice to accuse all the speakers of a language to have the same way of thinking. Or even, to accuse a language or a dialect of limiting the thinking of its users.

This theory may have some truth to it; however, it remains weak in such a prospect. The attitudes of the speaker have strong influence on the way he speaks. Attitudes are subject to change and therefore the way of speaking as well. It is notable that those who imitate LA and SA dialects have different motivations and hence we cannot accuse them of having the same way of thinking. Rather, they have different attitudes. Saidat (2010) in his study of language attitudes in Jordan found that certain speakers used English and Arabic simultaneously to reflect class and good education, while others used standard Arabic to show good education and religious commitment. To sum up on this regard, attitudes motivate language choice but do not necessarily reflect a permanent way of thinking. We can notice that the adoption of LA and SA is both instrumental and integrative as explained by Gardner and Lambert (1972). The respondents were divided, although not equally, into two groups. One group wanted to achieve personal and self-benefits and the other group wanted to mingle and be part of the LA and Sa community. The latter group is significantly smaller than the former group, though.

Furthermore, a crucial factor that should not be overlooked is social networks. Language can be maintained when the ties between social networks are strong. Milroy (1980) and Milroy and Milroy (1985) showed that the strength of the social network played a great role in the maintenance of the language of that group. Depending on the strength of the ties, the language changes or is maintained. The size of the social network is yet another key factor that has a great impact on changing or preserving the norms. The larger the network is, the more the language is maintained. Jordan is a small country with a population of 9,500,000 people according to the 2016 census. The country has evident diversity due to the large numbers of refugees that come from Syria escaping the ongoing war. The number of Syrians exceeded 1,500,000. And hence, we can consider them as a triggering factor to the dialect change.

Muysken (2010) stated that "Migration of large groups of speakers to another country, or to metropolitan regions in their own country where a different language is dominant, have produced a notable change in the language behavior of these speakers" (p. 7). He added "...smaller ethnic groups in a country where a language different from their own is dominant are under increasing pressure to adopt this dominant language" (p. 7). So, logically, the larger group should influence the change in the smaller group and not vice versa. This could provide evidence that the refugees in Jordan have little influence in the dialectical change in Jordan. This may also lead us to believe that the reasons underlying the imitation are stronger than the factor of face to face interactions.

A dialect shapes the cultural identity of its speakers. The situation in Jordan is very complex due to the area of the country and the number of inhabitants. There is a great diversity among the Jordanian society. For example, the country is divided into three main regions, the north, the middle and the south regions. Each region comprises governorates that have smaller cities urban and rural. Each governorate has a dialect or accent that distinguishes its speakers from other governorates and cities. In another categorization, Jordan's population is divided into the eastern bank Jordanians and western bank Jordanians in relation to the Jordan River. Those coming from the Palestinian side have also urban and rural origins and have dialectical differences. Add to this, the first decade of the 21st century witnessed large numbers of refugees from Iraq and Syria who settled in the country and those, too, come from different dialectical backgrounds. The bottom line is that there seems to be no large and strong social network ties which leads us to believe that the populations as a whole is adaptable to change depending on their motivations and degree of acceptance to change. Clear evidence to this could be the rapid decay of the Bedouin dialect in Jordan.

The cultural invasion of a country can affect the language of that community. Some people may claim that the social media have little or no influence on language change due to the belief that the natural components of an interaction lack.

(i.e. speaker-listener relationship) This, however, does not seem to be the case in Jordan. A number of words from the JA lexicon disappeared in favor of LA and SA words. Table (3) below lists some of these words and expressions.

TABLE 3.
JA WORDS TAKEN FROM LA AND SA

JA	LA/SA
/iHki ma?i:/	/Hakini/
/ma baqdar/	/ma fini:/
/keifak/	/ki:fak/
/leish/	/lashu:/
/istaneitak/	/naTartak/

Words like these in table (3) are now used by young people in closed communities that never had any interaction with Syrians or Lebanese. The only path that they found to get to Jordanians was through the media.

Another piece of evidence that words like those were adopted from social media is that Syria and Lebanon have themselves local dialects and to claim that Jordanians imitate all these dialects is infirm. In fact, it is that these imitations come from the same source dialects which would be the prominent dialects in these countries and in this case, they would be the main dialects used in the media. An observer of the Jordanian media would notice that the Ammani dialect is the prominent in the TV production and the same applies for Syria and Lebanon.

Some people face emotional conflicts when they start to notice that their mother dialect is changing and may have unpredictable reactions. They may show dissatisfaction towards their sons and daughters who are leading the change. Those people find their identity in their dialect and are not open to such a change. Their rejection, however, is not assumingly going to create a pulling force in front of the enthusiastic force of the youth. The majority of the older participants who were interviewed showed their rejection and satisfaction about the linguistic acts of the young. They, however, explained that they were, helpless.

In a report in the Los Angeles Times by Daniszewski (1997), an Aramaic speaker explained how he adopted Arabic instead of his mother tongue “fifty years ago all students in Malula spoke Aramaic, and some of them could speak Arabic with difficulty. Now all speak Arabic and some struggle with Aramaic.”

Furthermore, some families started to have a dialect policy when they pass family laws that forbid the use of any non-JA. These laws might come into existence in a rational manner where the fathers and mothers ask their children to speak properly. Using Egyptian, for example, is taken by parents as if the child is trying to act funny, while using LA and SA is seen from a different angle.

Ferguson (1977) stated that “All language planning activities take place in particular sociolinguistic settings, and the nature and scope of the planning can only be fully understood in relation to the settings” (p. 9). To understand the underlying reasons for the current shift, we must comprehend the settings in which it is taking place. The current political situation of the region may provide some postulated justifications; however, the phenomenon had started before any refugee movements took place. The settings that require explanation can go back to as early as the beginning of the 21st century. Nonetheless, when, where, and why does the imitation take place are probably the settings that require further investigation.

Another important dimension of the phenomenon is the age range of its users. We can notice that only young people practice it. People between the ages of 12 and 25 are the population in concern. We can name it a young people’s dialect since adults do not seem to use it. Nevertheless, we expect the age range to expand in the coming years to cover younger and older people. It is also notable that this group of young people uses some English along with JA and LA. It seems that they are developing a new language code that cannot be seen as copied from LA since French is the second or foreign language used in Lebanon.

We could, with caution, say that due to some negative societal and cultural views of Jordan and Jordanian, some of the locals are trying to escape these views. In a blog entitled “A devil’s advocate view of Jordan” (unknown: 2009), it can be observed from the main article and comments, that Jordan is seen as a 2nd grade country. This could lead us to believe that the young are trying to escape this view by any means. The one means to escape such views at no cost is language.

VI. CONCLUSION

To tackle this phenomenon, we need to look and consider several issues namely its practices, its beliefs, and its users. Any new practice of a community must result from advantages that users obtain. In the case of a language or a dialect, a user would learn a second language because he finds some benefits in doing so. For example, if we measure the benefits from learning English compared to Russian, we would, without caution, select English as speaking and knowing English have more benefits compared to Russian. English is the most widely used language in the world in education, business, medicine, politics, etc. While Russian, although one of the official languages of the United Nations, does not have the same status of English. Hence, learning English is justified, we simply need it. Therefore, we expect that those who learn English have good reason to do so. And by the same token, those who select Russian have their own good reasons too. Furthermore, users of LA and SA in the Jordanian community must have their justification for their choice. Radio stations and employers, too, must have theirs.

Furthermore, the factor of age plays a great role in language choice. The study population was solely between the ages of 16 and 22. Their attitudes are immature and are subject to change. The imitation process they are carrying out may come to an end. However, certain aspects may resist and remain unchanged and eventually become a norm.

Using LA or SA is connected to sensual connotations. Spolsky (2004) explained that “China recently passed a new language law that bans the use of foreign words and the misuse of Chinese. According to the law, Putonghua is to be the officially legal language of China, its standard spelling and pronunciation to be required of all the radio announcers, teachers and civil servants” (p. 2).

Moreover, even among their peers, those who imitate other dialects face criticism or at least are shown some dissatisfaction of what they are practicing. We notice that at the community level, this phenomenon has rejection by some members; however, on the national level it is not even noted.

Ironically, by laws of nature, those who try to change the norms of a certain group are abandoned and sometimes exiled. In the current case of this study, it seems that the leaders of the change are selected and preferred over the others. This could lead us to believe that any rejection of Lebanizing the JA is artificial. Broadcasters and employers believe that this dialect is nationally desired. This national acceptance definitely is underlain by some serious goals that relate to the psychology and mentality of the local employers and marketers.

Spolsky (2004) explained that “language evolution is to be explained not just by small random variation strengthened by geographical isolation, but also by including functional and social selection” (p. 7). The change in the JA must be the result of the disadvantages the local dialect has and advantages the newly adopted dialect has. We can carry a comparative linguistic study and describe and explain the syntactic, morphological and phonological adoptions but the underlying reasons for the adoption itself remain the most crucial factor that require extensive research.

What is being investigated here is the beginning of a dialect change and by no means is exaggerated. We do not assume the complete decay of a dialect in favor of another. However, the future remains tomorrow.

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Ahmad Mahmoud Saidat is an associate professor of linguistics in the department of English language and literature at Al-Hussein bin Talal University. He graduated from the University of Texas at Arlington in 2006. His research interests include syntax, morphology, language attitude and change, and sociolinguistics.

Using New Media in Teaching English Reading and Writing for Hearing Impaired Students—Taking Leshan Special Education School as an Example

Bo Xu

School of Foreign Languages, Leshan Normal University, Leshan, Sichuan, China

Abstract—Based on socio-cultural interactive mode, this paper attempts to teach reading and writing for hearing impaired students in senior high special education school via new media, such as multimedia technology, smart cell phone, Ipad, wechat, Mooc, microblog, etc. which facilitates acquisition mode of hearing impaired students. This paper constructs an interactive mode in which teacher teaches hearing impaired students English reading and writing through multimedia in class on-line and students learn English via smart cell phone, Ipad, wechat, Mooc, Microblog off-line. The online and offline class constitutes a whole learning mode for them. Through this mode, this paper puts forward some strategies and methods to train reading and writing competence for hearing impaired students.

Index Terms—new media, smart cell phone, mobile apps, English reading and writing, hearing impaired students

I. INTRODUCTION

Hearing impaired student is also called deaf person. There has been a controversy between oral English teaching and sign language teaching for hearing impaired students in China. Many scholars in China tries to train hearing impaired students English competence through English teaching methods for general students, but it is difficult for them to overcome phenomenon such as vocabulary memory vagueness, incomplete sentence element, linguistic vagueness and bad study habits etc.

Hearing impaired students has an English learning mode different from normal hearing person. Sign language is their first language, Chinese is their second language and English is the third language. The grammar and vocabulary is quite different among sign language, Chinese and English. English learning for hearing impaired students involves trilingual environment, i.e. the conversion among written Chinese, Chinese sign language and English, among which written Chinese and Chinese sign language is a complementary language. Due to restriction of hearing and shortage of pronunciation, hearing impaired students are mainly dependent on visual input and word output to learn English. As for teaching content, written English is the focal point for teaching and learning.

Hearing impaired students in special education school have their own characteristics. They learn English through reading and writing, and teacher teaches the via reading and writing. Thus, teaching mode is traditional. Nowadays, our nation and Sichuan province attach importance to special education.

Therefore, it is necessary to reform teaching and learning mode for hearing impaired students via new media, such as multimedia technology, Mooc, Ipad, wechat, microblog, QQ, etc. This paper tries to construct a mode for teacher and hearing impaired students so that their interests of learning can be aroused and consequently, improve their English reading and writing competence.

Twelve hearing impaired students are selected to participate in our survey. Before providing them with smart phones or Ipad, we gave them a reading and writing test. Then, 4 months later, we gave them the same reading and writing test to see the score variations. More specifically, this study addresses the following questions:

1. Does the new media intervention improve hearing impaired student's English reading or writing skills?
2. Does the new media improve teaching and learning effectiveness for teacher and hearing impaired student?
3. What are the advantages of and challenges to using new media for classroom instruction and learning?

II. LITERATURE REVIEW

Scholars both at home and abroad conducted research on English teaching for hearing impaired students; some of them study English learning for hearing impaired students.

Tu Chunlei (2006) put forward three points to train hearing impaired students linguistic competence. Number one is to penetrate linguistic training in teaching. Number two is to strengthen reading comprehension in comprehensive application. Number three is to create a chatting environment for communication via cyber chatting.

Zhang Songbai (2009) argued that English as a foreign language learners in China mainly consist of the hearing normal and the hearing impaired. Up till now, plenty of researchers have devoted much efforts and made great contributions to the former whereas the study of the latter remains the undeveloped field even today. He did an empirical study in which a natural English class was observed and four systematical interviews have been done. 108 students from three special education schools have done the questionnaire. Research results shows that the Chinese hearing impaired learn English as a foreign language mainly via the visual-manual channel; learning and teaching focus is written English ;the Chinese hearing impaired learn English in trilingual environment: Chinese Sign Language, Chinese and English, which helps the hearing impaired students in learning English. On the basis of the findings of the study, the suggestions and implications for EFL teaching of the hearing impaired in China are proposed.

Sun Zhifang, et al(2012) maintained that ,on the basis of grasping the characteristics of multimedia technology, the application of multimedia technology in English teaching in special education can effectively compensate for the hearing impaired students, help them overcome their self-abased psychology, and develop their logical thinking ability. Multimedia technology can create digital learning environments for English learning by extending students' vision, highlighting the role of object teaching, thereby enhance the students' self-study ability. The teacher should put emphasis on avoiding some of the disadvantages of multimedia technology while using multimedia technology to optimize teaching methods and improve students' interests.

Song Bo (2012) applied Interactive Whiteboard to hearing impaired students English teaching. Based on specific teaching content, he finds out the advantages and features of interactive whiteboard in creating teaching situation, class interaction and effective encouragement.

Xue Qing (2012) thought that multimedia is a vivid effective direct modern teaching means, which makes the English class interesting and colorful. Owing to audio-lingual damage, hearing impaired students have great difficulty in listening and speaking. Multimedia can help them to read and strengthen their reading and writing ability, optimize the structure of English class and improve teaching efficiency greatly.

Zhu Lei and Xin Wei (2013) put virtual reality technology into English learning project for going abroad, which testifies that it enables students to exploit the visual compensation advantage to the full and stimulate their learning interests, improve teaching quality, and it is of great significance to reform teaching mode for hearing impaired students.

Wang Xincheng (2014) argued that it is a challenging job to teach hearing impaired students English. Effective English teaching is the common objective for teachers and students. He made an analysis of English teaching for hearing impaired students from the perspective of effective teachers, integrating English textbook, using auxiliary teaching means and teacher and student's reflection.

Wang Zhengsheng(2014) argued that special educators have opened up the area of English teaching for deaf students in China, and has achieved certain goals in research and practice: designing the English course; and exploring English teaching methods for the hearing impaired students and the characteristics of their English learning, and so on. The future teaching research and practice need to strengthen the study of curriculum, emphasize the research into hearing impaired English learners, enrich the teaching methods, and combine modern information technology with English teaching for hearing impaired students.

On the basis of teaching mode of constructivism, Li Xiang (2014) made an exploration of special education English teachers development in order to improve people's cognition of the importance of special education English teachers development, thus , facilitating the balance and sustainable development of special education.

Zou Xiaowei(2014) maintained that traditional course teaching mode can not meet the needs of the era. It is of great practical and theatrical significance to make an innovation of it in the new era. Scientific and human-oriented teaching system will be produced by teaching reform. He made an analysis of limitation of the traditional teaching mode of English major, and explored the necessity of innovation study of it, and discussed the advantage of innovation in the new media era, finally, he put forward some relevant strategies.

Based on the application of new media in English teaching, Chen Ruoqing (2015) discussed that double interactive teaching mode, modern blended teaching mode under the condition of new media thus, puts forward strategies for English teaching, which coordinates the unity of new media and English education. Consequently, the modernization of English education is achieved.

HE Gao-da (2015) argued that second language acquisition research has been a hot topic in the global linguistics studies in the past 50 years. The development of technology, Internet and ICT in particular, expand the space and approaches to second language acquisition. Technology transforms the storage, presentation and transportation of knowledge, so visual knowledge becomes a trend. Visual knowledge changes the ways the learners acquire knowledge, optimizes the approaches to acquiring knowledge and processing of information, and thus may raise the efficiency of learning.

Zhao Chun hui and Hu Zhen Bo (2015) discussed the situation of higher special education in China and the advantages of multimedia network teaching. The application of network technology in the special education offers the teaching and learning methods and techniques for the disabled and helps them in their learning. So teachers should take good advantage of this opportunity, spare no effort to create a good teaching environment, construct information education mode, use the modern education technology, summarize experience constantly, improve the modern education technology in special education.

Yu Jing (2015) deemed that efficient and rapid digital technology and mobile teaching mode can help hearing impaired students free from the restriction of time and space, which realizes the vividness, interaction and autonomy and pluralism of English class and thus brings a totally new experience for English learning.

Zheng Xuan (2016) maintained that learning English plays a positive role in hearing impaired person's obtaining information, communicating with people and self-improving. Parents and teachers need to improve expectation for hearing impaired students English learning. Abiding by education rules, teachers can improve students English through interest motivation, memorizing words while using hand and mouth, and drawing inferences.

With the rapid development of global information and network technology, teachers need to create life-centered teaching situation via computer and network technology. Teachers also can make use of the online assessment and mini-video to arouse hearing impaired students' interest in extracurricular reading. Zhou Lin (2016) integrated IT into extracurricular English reading through teaching strategies of guiding them self-reading and second-time reading. Therefore, hearing impaired students learn English by doing, which shows the value and significance of English teaching in special education school?

Scholars in China mainly applied multimedia, electronic whiteboard, virtual reality technology, situational language teaching to English teaching for hearing impaired students, which focuses on teaching method ,teaching mode to study English teaching for hearing impaired students. Currently, no scholars in China has done a study on learning and teaching mode of English reading and writing from the perspective of new media. So it is necessary to conduct a study on it.

Patricia O'Malley et al. (2014) inquired into the effects of using iPads in a class wide academic intervention to increase independent task completion and basic math skills of seven students diagnosed with autism spectrum disorders (ASD) enrolled in a special education school The advantages of and challenges to using iPads for classroom instruction are also discussed in the study. They find out that iPads can be an effective instructional tool to enhance learning and independence.

Camille Rogers and Bruce Rogers (2013) examined how iPads and software applications are being used by K-12 special education teachers, speech pathologists, and school psychologists to aid with teaching, learning, and development of special needs students. How iPads are used to assist students with speech impediments, autism, reading skills, and math development is also expounded in the study.

Genevieve Marie Johnson (2013) found out that, generally, teachers and assistants thought that iPads were good for children with special needs, particularly for children with autism, attention deficits and limitations of fine motor control. Special education teachers and teacher assistants pointed out that using iPads can promote student language and literacy skills. One benefit of using tablet computers in school is that it can enhance student motivation. A tablet computer is an essential aspect of individual program plans. Downloading and organizing specific applications on specific children's tablets might be the teaching tasks and professional development might be the focus of evaluation of tablet applications.

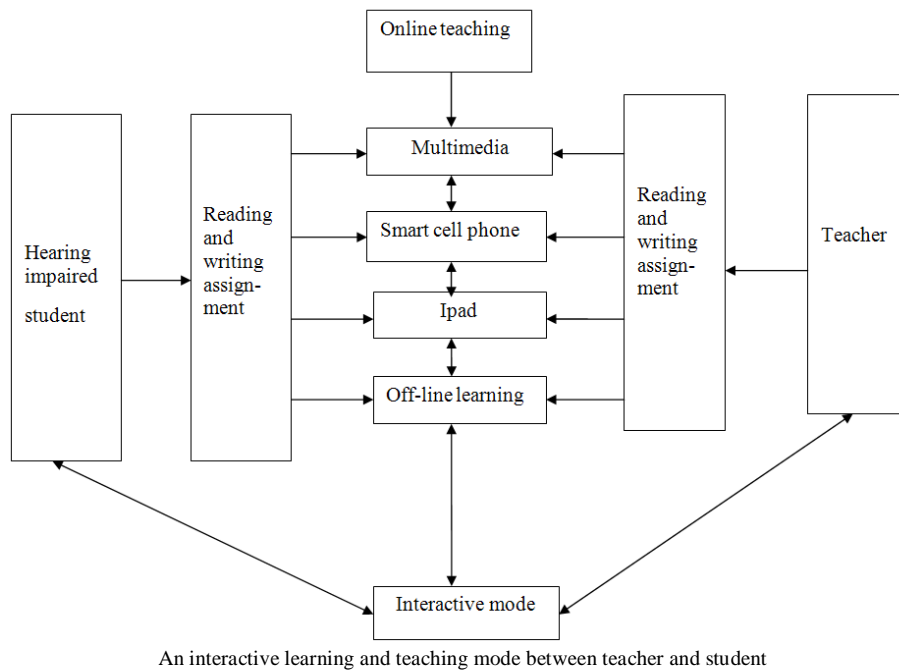
Therese M. Cumming (2013) probed into the using of iPad tablets in the language arts lessons of four elementary school students with language-based disabilities. Using the iPad helped the student to improve their academic engagement, which was measured by monitoring the number of prompts required to keep the students on task. Teacher and student interviews indicated high levels of satisfaction with using the iPad for language arts instruction.

Scholars in China and foreign countries mainly discussed the application of multimedia, interactive electronic whiteboard, virtual reality technology in teaching from the perspective of research content .The application of digital technology and mobile technology to English teaching for hearing impaired student is also examined. Teaching grammar, vocabulary and reading is the third research point. From what is discussed above, there are three defects in the research previously: the first is that teaching is the research focus while learning is neglected; the second is that micro-research is the priority while macro-research is seldom done. The third is that research type on new media is not sufficient.

III. DESIGN, METHOD AND SETTINGS

A. *Design and Method*

This project selects 12 hearing impaired students in grade 11 in special education school. Before training their reading and writing, we give them a reading and writing test. Then, the score is recorded. After the test, students are provided with smart cell phone or Ipad. Teacher starts the training of their reading and writing in 3 months. After the training, students will be tested again. Then, pre-training test score of reading and writing and post-training test score will be compared and analyzed. An interactive learning and teaching mode between teacher and student is constructed as follows.



B. Settings

TABLE 1
DESCRIPTION OF THE STUDENT

student	age	gender	nationality	grade level
1	17	Female	Han	11
2	18	Female	Han	11
3	20	Female	Han	11
4	17	Male	Han	11
5	18	Male	Han	11
6	19	Female	Han	11
7	17	Female	Han	11
8	18	Female	Han	11
9	17	Female	Han	11
10	18	Male	Han	11
11	18	Male	Han	11
12	18	Male	Han	11

A general description of the student: 12 students will participate in the test. Among them, seven are female students, and five are male students. Their nationality is Han ethnic group. They are grade 11 in a special education school.

IV. RESULTS

A. Does the New Media Intervention Improve Hearing Impaired Student's English Reading or Writing Skills?

TABLE 2
ENGLISH READING AND WRITING TEST FOR HEARING IMPAIRED STUDENTS

Student	Pre-training test score	Post-training test score
1	22	31
2	16	19
3	11	17
4	8	22
5	12	19
6	29	32
7	26	18
8	11	15
9	16	12
10	2	11
11	15	17
12	20	18

The total score of reading and writing is 40 points.

Dada analysis

It can be seen from the table that three students' score of reading and writing declines and nine increases. By comparing and analyzing pre-training test score of reading and writing and post-training test score, it is obvious that the new media intervention improves hearing impaired student's English reading and writing skills. For those score that declines, there is one possibility that the three students don't make good use of new media. They may use smart phone or ipad for entertainment, or at least they didn't use them for academic purpose.

B. Does the New Media Improve Teaching and Learning Effectiveness for Teacher and Hearing Impaired Student?

TABLE 3
EFFECTIVENESS OF USING NEW MEDIA IN LEARNING ENGLISH FOR STUDENTS

Survey item	Response Option			
	Never	Monthly	Weekly	Daily
How often do you use smart phone for reading			√	
How often do you text message in English?			√	
How often do you visit English websites?	√			
How often do you use apps for English reading or writing?				√

Dada analysis

It is very difficult for impaired students to learn English and visit websites. Being afraid of difficulty and laziness are two of impaired student's most arresting feature, so they don't like to visit English websites. During reading and writing training, teacher shares English text and check homework through WeChat and QQ, so students have to use smart phone for reading, and text message in English weekly. In English class, teacher connect phone to computer to show text, so students use apps for English reading and writing daily. However, some students use smart phone for entertainment in their spare time. For those students new media may interfere with their English learning. On the whole, using new media in learning English is more or less effective for most students.

TABLE 4
EFFECTIVENESS OF USING NEW MEDIA IN TEACHING ENGLISH FOR TEACHER

Survey item	Response-Option			
	Never	Monthly	Weekly	Daily
How often do you use smart phone for preparation?				√
How often do you text message in English?			√	
How often do you visit English websites?			√	
How often do you use apps for English reading or writing?				√

Dada analysis

Teachers use smart phone to teach students, so they use smart phone for teaching preparation and use apps for English reading or writing daily. They search English text in English websites for impaired students to practice reading and text message in English to communicate with students weekly. In a word, using new media in Teaching English for teachers is very effective.

C. What Are the Advantages of and Challenges to Using New Media for Classroom Instruction and Learning?

This question was done by using informal observations, interviews, and self-report surveys.

Advantages. Both teacher and students are interviewed and they offer their own observations about advantages of using new media for classroom instruction. Most teacher and student are positive about using new media, such as multimedia, smart cell phone or Ipad in teaching or learning English. There are four advantages as follows:

Interactive. Through using new media online or offline in instruction, teacher and student can interact with each other conveniently. When student has a question after class, they may ask the teacher online through smart cell phone or Ipad without the restriction of time and space. Teacher will answer it quickly.

Effective. Student can read and write English effectively with the help of Ipad, Wechat, QQ, and other mobile apps.

Motivated. By using new media, students are motivated by the colorful, multifaceted content. Students visual attention is attracted by the colorful and varied pictures and diagrams.

Vivid. Through ppt demonstration, teacher makes full use of students' visual function. The class instruction becomes vivid and can be easily accepted by the hearing impaired students.

Challenges. On the other hand, teachers and students also mentioned challenges they face in using new media. Three challenges are mentioned as follows:

A high level of technical support was needed throughout the training, indicating that staff would need additional training and support in the classroom if iPads or cell phone were to be used in instruction. Patricia O'Malley (2014)

Results revealed that hearing impaired students had a variety of technology available after class but the students generally had limited use. When students did have access, they used primarily for entertainment reasons and not for learning purposes.

Logistical issues were evident throughout the training. It took more time and effort than originally thought to oversee the use, storage, and maintenance of the iPads and multimedia.

V. DISCUSSION

As discussed above, an interactive learning and teaching mode between teacher and student is constructed in the training. Results show that the new media intervention improves hearing impaired student's English reading or writing skills. Students and teachers are likely to use new media in their teaching and learning. The new media improves teaching and learning effectiveness a lot. Advantages and challenges do exist in using new media both for teachers and students.

New media is a very effective tool in classroom instruction and off-line learning. However, every coin has two sides. If teacher overuses the new media, he or she will neglect the essence of teaching. Students use too much new media not for learning purpose, but for entrainment, the consequences will be very severe. So the using of new media for hearing impaired student should be under supervision. The supervision in class is easy. However, the supervision after class or in students' spare time is difficult to control, which poses a challenging problem for English teachers.

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Bo Xu was born in Fangxian, Shiyao, China. He received his MA degree in Foreign Linguistics and Applied Linguistics in Guangxi University, China in 2009. He is currently an associate professor of School of Foreign Languages, Leshan Normal University. His research interests include functional linguistics and applied linguistics.

An Analytic Study of Ironic Statements in Ahlam Mistaghanmi's *Their Hearts with Us While Their Bombs Launching towards Us*

Hayder Tuama Jasim Al-Saedi
English Department, College of Basic Education, Misan University, Maysan, Iraq

Abstract—The study investigates the hidden (figurative) meaning behind the literal meaning of the ironic statements in the Arabic texts. The linguistic and psychological literature shows the controversy around the theory of Irony. The data had been collected from “Their Hearts with us while Their Bombs Launching Towards us,” which is written by the Arabic writer Ahlam Mistaghanmi. The book is full of the ironic statements, which address the Iraqi situation. The data had been translated to Arabic by an English-Arabic translator. The data being analyzed is based on Irony. The conclusions find out that the selected data show that there is an intended/ hidden message behind each statement, which is conveyed to her readers ironically.

Index Terms—irony, ironic statements, Ahlam Mistaghanmi, hidden (figurative) meaning

I. INTRODUCTION

Irony is one of the linguistic features used in human communication to make sarcastic and humorous situations. It is defined as “a term which has a range of meanings that involve some sort of discrepancy or incongruity” (Arp & Johnson, 2006). There are three types of irony; namely, verbal, dramatic, and situational. The purpose of the verbal irony is to make sarcasm because the speaker says the opposite of the literal meaning to intend the figurative meaning behind the literal one. In the dramatic irony, the reader knows something about the character where the character does not know it. It could be truth about the character or the character's expectations. Finally, irony of situation, which is the focus of this study, can be created when the authors “suggest complex meanings without stating them,” and it is essential in fiction (Arp & Johnson, 2006).

Ironic expressions have had different interpretations based on different theoretical points of views. The Traditional Views of Irony or the Standard Theory of Irony assumes that it is opposite to the literal meaning, which is contextually inappropriate (Searle, 1979). Moreover, it obviously violates the maxim of quality (Grice, 1975; 1978). It requires deriving an interpretation by the receiver (listener/reader). Consequently, it violates the norms of cooperative communication because understanding irony requires being tacitly recognizable (Gibbs and O'Brien, 1991). Sperber and Wilson (1981) state that Grice's irony does not show a figurative meaning behind the literal meaning of an expression. They give an example about weather where it was described lovely based on the weather bureau. However, it was the opposite. For this reason, ironically, the speaker said it was lovely to mean the opposite meaning behind the literal meaning of “lovely Weather.” In other words, Sperber and Wilson reveal that this example does not hold figurative meaning behind the literal meaning of irony.

Another viewpoint to analyze the ironic meaning was by Sperber and Wilson. Their theory is called the Echoic Mention theory (Sperber & Wilson, 1981). It reflects the speaker's attitudes to understand the ironic meaning where it reminds the listener with the propositional cues to get the ironic meaning. Jorgenson et al (1984) tested this theory and they found out that it needs an echoic mention to understand the ironic, intended meaning. In addition, when there is a contextual mention in the ironic utterance, this makes it more ironic. Consequently, context plays a role to determine ironies.

The Echoic Mention Theory was developed to include the function of reminding the listener/ reader to understand the ironic utterances. Besides, not all the mentions are echoic (Kreuz & Gluckberg, 1989). It is ironic when people allude to or echo the societal norms and generalized expectations. For this reason, the theory was modified to be the Echoic Reminder Theory. Kreuz and Glucksberg (1989) claim that positive and negative statements of irony can determine the ironic meaning of the utterance. Positive utterances allude to the societal norms and expectations. They do not need to explicit antecedents to convey the ironic meaning; they can be conveyed implicitly. On the other hand, negative ironic statements need to explicit antecedents to understand the ironic meaning. Consequently, Gibbs and O'Brien (1991) state that the echoic reminder mention “alludes to prior occurrences or states of affairs.” Respectively, the following are some examples of positive and negative ironies:

- What a clever boy! It means what a stupid or idiot boy.
- What a terrible friend! It means what a great or good friend.

There is controversy about the theory of irony, which claims that it is not echoic mention or reminding, but it involves "Pretense." When the listeners recognize the pretense from the context, they should know that the speakers intend to be ironic. The purpose of this view is to pay attention to the derogation of both the speaker and listener's attitudes. It is called The Pretense theory of Irony which was proposed by (Clark & Gerrig, 1984). Their theory was based on the views of Grice (1975; 1978) and Fowler (1965). In short, they claim that the Pretense theory is outstanding in comparison with the Mention theory which was proposed by Sperber and Wilson.

Clark and Gerrig (1984) cite and analyze Jonathan Swift's essay *A Modest Proposal* (1711) about poor children. They (ibid) consider it a piece of irony because they think that the speaker is pretending that he or she let the addressees or audience to discover his or her pretense and have their attitudes toward the speaker. In other words, they consider that Swift pretended to be a member of English ruling class and expected his readers to know his pretense and attitude about the rich and poor children.

In the same vein, Giora (1995) claims that irony is an indirect negation. It requires activating the negated and implicated messages of the ironic utterances. She reveals that irony is a strategy of politeness. It enables the speaker to use affirmative statements to show the negated or opposite meaning. The purpose behind that is to reduce the aggressiveness of negation which can be expressed by direct statements. For this reason, she suggests use indirect, affirmative statements to show ironies.

Beside the linguistic literature, psychological findings played a role to test the theories of irony. The traditional views of irony assume that the interpretation of the ironic meaning can be conveyed to the listener based on the context, but it does not show any recognition of the ironic meaning (Gibbs, 1984; 1986a; 1989). The violation of communicative norms takes less time to comprehend and to interpret the ironies although the traditional views reveal the opposite (Gibbs, 1986a). In the same vein, the findings prove that indirectness of irony takes longer time to be understood (Gibbs, 1986b).

Sarcastic ironies can be more ironic when the context has a previous mention. Furthermore, they can be comprehended when they include explicit echoes. In addition, positive ironic statements, the echoic reminder theory, are more ironic than negative ones (Gibbs, 1986a). However, the Pretense Theory of irony does not have any empirical studies to prove its psychological findings (Gibbs & O'Brien, 1991). They made two scenarios about two students (John and Bill) who took statistics class. The scenarios have different situations but they end with the same sentence which is "I would never be involved in any cheating." The findings proved that ironies can be intentional and unintentional. Less time can be paid to understand the unintentional statements of irony than the intentional ones, which take longer to be processed.

Because each text conveys a message, which is sometimes behind the literal meaning, not all readers may be aware of this message. For this reason, this study aims to analyze the selected texts in Ahlam Mistaghanmi's book (See Data Collection) based on the Irony theory to make the reader aware of intended meaning (figurative meaning) behind the literal meaning of the ironic statements in her book.

II. DATA COLLECTION

The data is Arabic texts from Mistaghanmi's book "Their Hearts with us while Their Bombs Launching Towards us." The researcher asked an expert in English-Arabic translation, Mr. Falah Alsarri, the translator in Misan University/ College of basic Education, to translate the selected texts, which are the target data in this study. The reason behind that is to have the exact translation of the selected texts, which make the reader have the same ideas after the translation. Then, the researcher applied ironic approach to analyze these texts

Mistaghanmi is one of the Arabic novelists and writers that she is used to pleasing her readers with her great literary works. Her book "Their Hearts with us while Their Bombs Launching Towards us" includes the articles that published by the novelist; the articles discussed the Iraqi situation. In other words, the book tells us that the writer has a high experience and has read a lot about what happened in Iraq before 2003 and after the coalition invasion to the Iraqi soil. She gives good background about the people who are responsible for the destruction and damage that is happening in Iraq. She used her literary talent to view the details of the Iraqi case using the situational irony to convey her message pragmatically about the tragedy of Iraqis, which happens every day because of the policy that led it to this kind of situation. She criticizes the mentioned characters in her book ironically. Thus, this paper focused on the ironic statements in her book and is analyzed pragmatically.

III. DATA ANALYSIS AND RESULTS

The following are the selected texts analyzed by the researcher to make the readers recognize the hidden message behind each ironic statement from the texts, which have been collected:

"فاجاني خبر طبي يقول أن عشرة ملايين أمريكي يعانون من الحياء، وأن إنتاج الدواء الخاص بمعالجة أعراض الحياء قد تضاعف مؤخراً في أميركا، لمساعدة ملايين الخجولين الذين يربك الخجل حياتهم اليومية."

ص 17

An American medical report made me astounded. The report is that around 10 million of the US population undergo shyness. The report added that shyness medication products expanded lately in the US to render some help for shyness disease victims.

Page (17)

Shyness is not a disease. It does not have symptoms. It can be expressed facially or gesturally. Moreover, there is no physical medication to treat shy people. The writer tries to tell us ironically about the policy that is followed by the American politicians and she does not know the American people except their politicians who lead wars against the other countries in case of fighting terrorism. She used "shyness" to describe that there is no shyness in America when they want to declare something such as the war.

"فقد وجدنتي انتفض واقفة كلما ظهر لي بوش على شاشة التلفزيون، أو المنام، بعدما وجدت فيه، الى جانب المعلم، الرسول المبعوث رحمة للعالمين. وكل ما أخشاه أن يكون تقانيه في خدمة البشرية، وحرصه على تطبيق العدالة الكونية، بنزاهة المعلم وغيرته على رسالته، سبباً لا قدر الله، في تقصير أجليه."

ص 22

I pay more attention when I see Bush on TV or in sleeping. Besides what I know about all his qualifications as a teacher, he is an emissary messenger as mercy to the world. All I am afraid of is about his self-denial for humankind service, his sincerity to apply the sky's justice. His efforts to spread his message can be a reason to shorten his age.

Page (22)

In this example, Mistaghanmi describes George W. Bush as the messenger who was chosen by God to bring mercy for the whole universe. As we know, Bush was the president of the United States and he is not the God messenger. In addition, he did not bring justice to the humankind because he lied to media that Iraq had nuclear weapons. It was a good reason to declare the war against Iraq. Even Americans, not just the Iraqis and the whole world, were not satisfied with the war against Iraq. America lost a lot of its soldiers and money to support their war.

Ironically, based on Mistaghanmi's idea, the declaration of war made the President Bush to be the "selector" to save the world from terrorism, which is the opposite because the Iraqi infrastructure and humanity have been destroyed by this war. That is why she used ironic expressions to describe the actions of the US president Bush to invade Iraq as an excuse of fighting terrorism.

Besides the ironic statements about the American power, the following example describes irony based on an Iraqi politician:

"والرجل، كما تشهد له القصيدة، التي ((فقتنا بها))، يوم ((واقعة العلو))، كان يستعد حقاً لمنازلة ((الاعداء))، واثقاً تماماً باللياقة البدنية لضباطه، بحيث صار يدعو سكان الكواكب الأخرى، الى أن يشهدوا على بطولاته:

اطلق لها السيف لا خوف ولا وجل اطلق لها السيف وليشهد لها زحل"

ص 83

The poem that uttered by the former Iraqi president Saddam Hussein at the day of "Al'aloj Battle," is an example that the Iraqi army had prepared to challenge and fight the "Villains." He was confident that his soldiers' physical fitness. He exceeded his limits of confidence until he started to invite his torments as in the following verse:

Release the sword for it
No scare no fear
Release the sword for it
Let Saturn certifies for it.

Page (83)

"Al'aloj Battle" implies the speech of the Iraqi minister of media "Mohammed Saeed Alshahaf" when he described the American forces as "Al'aloj." In Arabic, literally, the word means the strong zebra or strong man. However, he mentioned that in his speech to tell the Iraqis and world that they are strong and firm in the battle. The American forces cannot defeat them. But, in reality, they invaded most parts of Baghdad when he mentioned it. The word "Al'aloj" is used ironically in the Iraqi and Arab societies. Mistaghanmi used the word indirectly to tell her readers the ironic way of invading Iraq although Saddam Hussein motivated his supporters with his verse trying to assure them that they get the victory in this war.

The lies that are mentioned reveal that Iraq had nuclear weapons. The next example states the ironic way to describe the lies of having this kind of dangerous weapons.

"بعد قبلة هيروشيما الجسيمية، التي أختفت مدينة بكل سكانها من الوجود، جاء زمن القتل العنقودية ((والقيل المسماوية)) و ((والكيمياوية)) و((الجرثومية))، وجميعها كان لنا فيها نصيب، نحن الذين صدقنا مارين مونرو وهي ترسل بقيلتها المحمومة في الهواء ال حبيبيها جون كيندي، مرددة بصوت معنجان تنقطع له الانفاس ((Happy Birthday To You)) فتتلطف الكرة الأرضية منها قبيلتها تلك، وتقول الملايين الخارجة لتوها من الحروب والتب تفتح التلفزيون بالأسود والأبيض لأول مرة ((يا هكذا تكون القيل يا بلا...))!"

ص 120

Thus, after the hell of "Hiroshima kiss," which caused to vanish the whole city with all of its residents from the being, it is the time of "cluster, flechette, chemical, bacterial kisses. We got our portion of all of these kisses. We all trusted

Marlene Monroe when she sent her warm kisses to her beloved "John Kennedy" with disputed "Happy Birthday To You." Earth catches her kisses and she says that millions of people who just got out the wars watching it on black and white Tv for the first time "kisses be like Marlene's or not to be."

Page (120)

Mistaghanmi mentions some ironic utterances in a metaphorical way. For example, she describes the bombs that hit different parts of the Globe such as Hiroshima as "kisses" by the American forces in the World War II. Moreover, they developed new weapons to examine them to attack Iraq with their new bombs in 2003. Ironically, she described attacking Iraq with these chemical weapons the same way that Marlene Monroe sent her kisses to the American President John Kennedy to tell him "Happy Birthday to you." In the same vein, metaphorically, Mistaghanmi tries to tell her readers that the Iraqi people faced the bombs that the same way Marlene Monroe's audience faced her warm kisses at that time. The American air forces stroke Iraq with their kisses "bombs" from their F16 planes. Ironically, Mistaghanmi describes it using the oppositeness to give the intended meaning of facing the bombs with damage, destruction and a lot of people were killed or wounded in this war.

Besides, Mistaghanmi used the closeness of pronouncing the Arabic words "bomb" and "kiss" to express her irony to criticize the American policy when declaring the war against the Iraqi former regime to save the Iraqis. The pronunciation of word "Kiss" is [qublaʔ] and "bomb" is [qunblaʔ]. Therefore, this closeness expressed the oppositeness of the meanings of the two words. Kisses give love and good, but bombs can give evil and damage. To rescue Iraqis from the dictatorship of Saddam's regime, they need to use different kinds of bombs, which are forbidden based on the international laws declared by the United Nations.

Two other examples of irony describes the worst person in the history of Iraq; he is Udi (the oldest son of the former president Saddam Hussein).

"... و يدعو من ((طيب الذكر)) عدي، الذي عرف بما عرف عنه من حب الشعب العراقي، ..."

ص86

... got invited by Udi who has a "good reputation" and the Iraqi people love him, ...

Page (86)

أذكر ان طيب الذكر، عدي، كان في اخر عيد ميلاد « القائد »...

ص69

I remember that a person who has "good reputation" in the last anniversary Saddam's birthday

Page 69

Indirectly, Mistaghanmi wants us to know that Udi, the oldest son of the Iraqi former president, Saddam Hussein, has a bad reputation. She mentions "a good reputation" to make us infer the opposite meaning of his popularity by showing it in an ironic way. Moreover, she mentions the love of Iraqis to Udi to tell us ironically that he was not loved by Iraqis because they used to hate him. He used to use violence against people around him. He used to rape any girl he wanted to and kill them after he had got whatever he wanted. In short, the opposite meaning of the Ironic statements plays a role in these two examples to show irony about Udi whose persona was not accepted by Iraqi. For this reason, Mistaghanmi used positive meaning to show the negative side of the president's son Udi.

Another example of irony, which holds sense of humor about the myth of having nuclear weapons, is in page 44. In this example Mistaghanmi reveals this kind of myth ironically.

"العراق الذي يصنع دائماً الحدث فاجأ العالم في عز الاستعداد للحرب، بأعلانه بعناوين كبرى في الصحف العراقية، عن انتاج «فياغرا ام المعارك» بخبرات محلية في مختبرات عراقية. وكان في الضجة التي صاحبت هذا الاختراع تصرف لا يخلو من التهور، بعد أن بدت الفياغرا جزءاً من أسلحة الدمار الشامل التي ينوي العراق أشهرها في وجه أمريكا، ما قد يستدعي عودة فريق المفتشين مجدداً لتفتيش، هذه المرة، غرف نوم العراقيين!"

ص44

Iraq, always creates the event, surprised the world while It was getting ready for the war, announcing, throughout Iraqi Newspaper Headlines "Viagra Um Alma'arik (Viagra of Mother of Battles)" produced it by local expertise in Iraqi labs. There was impetuousness conduct, synchronized with that aberrations, Viagra seemed to become part of the mass destruction weapons which Iraq intends to use it against America, this may call inspectors team to back again for searching to find these weapons, but this time, they will search inside the Iraqi rooms.

Page 44

Mistaghanmi mentions "Viagra Um Alma'arik" which literally means Viagra of Mother of Battles. The name "Um Alama'arik" was called by the former president of Iraq Saddam Hussein in 1990 on the Gulf War where Allies which were led by the United States declared the war against Iraq after the invasion of Kuwait. However, there is no connection between "Viagra," which is as you know it is kind of pills that use to help to have sexual intercourse, and the war which called by Saddam Hussein as "Um Alama'arik." Mastaghanmi tries to tell her readers that the war was declared by the Americans because Iraq had nuclear weapons. The word "nuclear" pronounced as [næwæwi] and the word "sperm" pronounced as [mænæwi]. These two words are different but they have the same tone. Ironically, she tries to tell the world that Iraqis were busy in their normal life not developing nuclear weapons or mass destruction weapons. Moreover, she tells the world that the weapons that were developed in the labs were bedrooms in which the

Iraqis were having intercourse using the Viagra not nuclear weapons. Consequently, the world has to know the myth that declared by the Former president of the United States George Bush that Iraq has mass destruction weapons and it was a threat to the United States and world. The role of Americans, here, is to eliminate Saddam's regime.

Mastaghanmi used ironic statement by combing words such as nuclear and sperms to tell the world the liars that were led by the American president George Bush against Iraq to destroy the Iraq and get its natural recourses by a mythical excuse which is fighting terrorism and destroying the mass destruction weapons. Therefore, irony plays a role to this example to show the facts of war against Iraq.

Finally, the following example shows the most ironic way to describe the people who are in charge of the White House:

"(أثناء انشغال العراقيين في دفن أفواج موتاهم، والبحث عن قوتهم بين فكي الموت، كانت أفواج من قطاع طرق التاريخ تدمر منشآت العراق، ليتسنى لها في مابعد بناؤها في صفقات خرافية، تم تقاسم وليمتها بين ملائكة البيت الأبيض))"

ص178

While Iraqis were busy to bury their dead bodies and looking for their bread between the jaws' doom, there were bands of historical bandits devastating to Iraq institutions. That action will enable them to reconstruct these utilities in fabulous deals. Deals' benefits had been distributed already among the angels of the White House.

Page (178)

By the end of this example, Mistaghanmi says "angels of the White House" to imply the "devils of the White House" especially the former president George W. Bush. The reason behind that is that these angels (devils) destroyed the Iraqi infrastructure to tell the world that Saddam's regime had nuclear weapons and it supports terrorism in the world. On the other hand, the white House had persuaded the American people through media with their lies to declare the war against Iraq which led to kill a lot of the American soldiers. Consequently, as victims, both the Iraqi and American people paid the price because of this war.

When she said "angels," she wants us to get the opposite meaning of it ironically because the war made Iraq a field for the robberies and to get the trophies distributed among the people who are responsible for the destruction that happened in Iraq. After the invasion of Baghdad, a lot of the thieves entered, for example, the National Museum to rob the Iraqi heritage. They smuggled the relics abroad. In addition, a lot of money were robbed from the Iraqi banks. Moreover, the Iraqi oil was under the control of the American forces, which made them send it abroad and make the "angels of the White House" fill their bank accounts with millions of the US dollars from the Iraqi oil. Mistaghanmi, ironically, tries to tell her readers about the conspiracy that led by the White House administration to rob the Iraqi wealth and heritage. In short, the situational irony gives Mistaghanmi the talent to make her readers reveal the intended meaning behind the text in this paragraph.

IV. CONCLUSIONS

The findings reveal that Mistaghanmi used the oppositeness to present the ironic statements to her readers about the Iraqi situation before and after the war in 2003, which brought destruction and damage to Iraq. Therefore, she have made it easy for her readers to get the intended meaning behind the literal meaning of the statements in her selected book in this study. The intended meaning of the collected data had been shown by taking the opposite expressions of each ironic statement in this study.

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Hayder Tuama Jasim Al-Saedi received his Master's Degree (2013) in Applied Linguistics from Southern Illinois University at Carbondale (SIUC). He got a diploma (2011) in English as a Second Language from the Center of English as a Second Language (CESL) at (SIUC). He got his Bachelor's Degree (2005) in English at Misan University. He was an assistant researcher (2006-2010) in Department of English at Misan University. He worked as assistant instructor (2014-2017) in Department of English at Misan University. Currently, he works as an instructor (2017-present) in Department of English at Misan University. He is a member of different committees in Misan University. He has published articles in his major and participated in conferences and workshops. His research interests include Applied Linguistics and English as a Foreign Language. His orcid ID is: <https://orcid.org/0000-0003-0214-3542>. My research gate profile is:

https://www.researchgate.net/profile/Hayder_Al-Saedi2.

A Study of Students' English Cooperative Learning Strategy in the Multimedia Environment

Ling Wang

School of Foreign Languages, Nanchang Normal University, Nanchang, China

Abstract—As a new learning mode, cooperative learning is of great significance to the students' learning and development. In our country it has achieved remarkable results, and its implementation of a wide range, especially in the field of English teaching has made great achievements. This essay starts with the background and development of cooperative learning. From the characteristics of the multimedia environment, we make a comprehensive discussion of how to use effective means, multimedia network environment and the multimedia tools, to promote students' English cooperative learning. Multimedia environment in the application of cooperative learning has produced some magical effects. Students can search for English language learning materials, and the study model can help students to establish a cooperative team to start learning together. At the same time, the teachers assist to guide, and ultimately achieve better results than the traditional teaching.

Index Terms—multimedia network environment, cooperative learning, the usage of the multimedia in schools

I. INTRODUCTION

Promoting the education modernization by informatization, achieving the leap forward development of education, speeding up the integration of information technology and curriculum have become the important ways for education reform and development. Network is an important symbol of the information society, which has tens of thousands of information, resource sharing, friendly interface and increasingly attracted the attention of education sectors (Wang,2015). Multimedia network teaching has gradually entered the classroom, which has become a new bright spot in class. In the field of education, multimedia network education centers on the computer, and puts the word image processing technology and audio-visual technology together. And through the audio, video signal analog-to-digital conversion and data compression, learners can study autonomously and cooperatively, which can help to strengthen learning and improve the understanding of learning content. We can use interactive network, virtual space, sharing in real time, the characteristics of various forms to stimulate students' interest and enthusiasm in learning, through the establishment of interactive platform, network English corner, the wrong set of questions, the database way, and so on. And then let students get self-study purposes under the guidance of interest.

Cooperative learning is a teaching activity based on the cooperative learning group, and it is a learning method that students through interactive, complementary, mutual aid and cooperation together to reach the learning objectives. (Slavin,1987) What's more, Cooperative learning is a kind of new learning style, which is actively promoted by the new curriculum standard. And it is not only the important characteristic of the modern education, but also one of the important goals of curriculum reform and development in China. The newly implemented standard, named English Curriculum Standards, advocates to take the use of activities. The newly implemented standards let students take part in learning activity through the way of autonomous learning, cooperative learning and inquiry learning. What's more, it emphasizes the change of the learning style. In our country, with the continuous deepening of the basic education reform, the teaching application named cooperative Learning is more and more used extensively in high school English.

II. THE CHARACTERISTICS OF HIGH SCHOOL STUDENTS

The students have different characteristics in the different growth stages, and all aspects are more or less in the stage of changing. When we are carrying out the education, first of all, it is important to understand the characteristics of the physical and the mental development of students. It is true that only by following the characteristics of students' physical and mental development and the law of education, can we get a good education.

A. *The Psychological Characteristics*

Senior high school students' mental health problems are mainly subject to the changeable moods, low self-control, low psychological endurance and the lack of self-confidence. What's more, learning difficulty, test anxiety, inattention, unsteady learning achievement are also causing their mental health problems.

However, the new curriculum standard advocated learning form, which is named cooperative learning adapts to the psychological characteristics of high school students. Different stages of high school students have different levels of thinking. The level of abstract thinking of high school students has entered a critical period from the experience oriented theory to the dominant transition. During the development of abstract thinking rate reached the highest point in history, other indicators have learning ability and not much difference from adults. However, a part of the students after entering

high school, comparing to the junior high school the corresponding increase in their studies, and they feel the pressure of learning and have a sense of urgency. Another part of the students think they bid farewell to the junior high school, and finally they can be free and can be appropriate to relax. Therefore, this kind of psychology will lead to uneven performance.

After a year of adaptation and learning, the high school students, who are studying in Grade Two are more obvious in the the extent of the knowledge level. Their thinking ability is further improved, and the ability of dialectical logical thinking will also be further developed. For the high school students, studying in Grade Two with excellent academic performance, their positive and confident psychology will continue to be enhanced, and learning interest is increasing for fun. What's more, learning has become a conscious act. However, on the contrary, another part of the students during the process of study in this year often encountered the setbacks. in the end, it causes the feeling of upset and lets students lose the interesting in learning. What's more, inferiority, timid, afraid and some other psychology problems will be solidified gradually.

The psychological characteristics of Grade Three senior high school students are more special, which can be divided into three periods. The three periods are psychological pressure period, relieve psychological pressure period and excitation sprint period. In everyone's mind, they think the Grade Three in senior high school is more critical. Become or lost in this year, so the psychological pressure of students in this period will be greater. As a matter of fact, these pressures are not only from their own heart, but also from the teachers' and parents' expectations of their own. For a student, the third year in senior high school is not only meant to sweat and tears, but also means a lots of suffering from the heart. In the same time, teachers and parents are not easy, they have to know about the students' characteristics of the psychological changes, help ease the psychological pressure of students, give support to the students, and help students achieve their own goals in life.

B. The Learning Characteristics

New curriculum standard advocated learning form, cooperative learning, not only adapt to the psychological characteristics of high school students, but also the same to adapt to the learning characteristics of high school students. There are four main characteristics of high school learning, which are the abstraction of the concept, the logic of the argument, the flexibility of the method and the application of a wide range. High school teaching material is different from the junior high school teaching material. It has entered a higher level in learning, and it requires in-depth understanding of quantitative research. And the teaching material of the abstract and general are greatly strengthened. What's more, high school learning more focus on observation ability, thinking ability, imagination, attention ability, creative ability, analysis problem, solve the problem and the operation ability of the training. Also, it pays more attention to the application of knowledge.

The characteristic of senior high school students' English learning method is also has flexibility. Now English learning is also very emphasis on the training of listening ability. The students not only have listening training and testing in the normal classroom, but also have the listening test section in the test. So it is very important of the usual listening training. There is an old saying, "Be aware of everything." As a matter of fact, There are a lot of ways to train your listening skills in your life. In school, the teacher can use the school multimedia, for example, the tape recorder, computer and so on in the classroom listening and text articles, helping students to train the ability of listening. In daily life, there are some small ways, both in the spirit of entertainment to relax themselves, but also help themselves to catch the purpose of mastering the knowledge, improving the ability of English listening. For example, The students are able to reach the goal of English Listening Training through watching the small drama, plays and films at the English pronunciation, listening to the voice of America, BBC broadcasting and so on. So it can be seen that there are many ways to learn English, and the flexibility of learning English is very strong.

III. THE COOPERATION LEARNING UNDER THE MULTIMEDIA ENVIRONMENT

In the multimedia network environment, the teaching view emphasizes the students' active learning. However, the traditional teaching view advocates develop the leading role of teachers, which exaggerate arbitrarily the leading role of teachers. Through the study of high school students' English cooperative learning strategy under the multimedia environment, we can get easily that it provides students with diverse learning ways to learn English, and can also improve students' learning efficiency.

A. The Characteristics of the Multimedia Environment

In today's world science and technology have been developing and innovating continuously. On the one hand, it is closely related to the fate of the country, which determines the status of a country in the world. On the other hand, it is closely related to people's daily life. Similarly, in the process of learning knowledge, you can also use the mysterious force of science and technology in the school. It not only makes the students' study life both rich and interesting, but also improve the quality of teaching. There are three characteristics of multimedia network environment. First of all, the teaching content forms are various. Secondly, the teaching resources are shared. And then, the teaching information is comprehensive.

The form of multimedia teaching content is varied. A good lesson is not only related to the teacher's knowledge level,

but also related to design a good classroom teaching steps and links. So this can make use of multimedia to enrich the content of classroom teaching. How does multimedia play its positive role? Multimedia assisted instruction set sound, image and animation in one. It is more rich and simultaneous. So the use of it can provide students with a variety of forms, functions of different perceptual materials, vivid image of the knowledge. For example, when the teacher begins to teach a new lesson, you can first use PPT to present the knowledge involved in the introduction. The forms are varied, and it can be animated, and can also be audio and video, too. When teaching the text, you can also use the audio player to help students learn the text. It is obvious that these forms of teaching are different from the traditional form, a single form of teaching. The teacher can combine teaching content with multimedia, and also promote the interaction between teachers and students. In a word, multimedia assisted instruction makes the classroom rich and active, but also can achieve a good teaching effect. (Liu.2014)

Another feature of multimedia teaching is the sharing of resources. Network transmission of information is very fast, and it can be quickly transmitted to the network to connect users with the information needed, high efficiency. What's more, network resources also have the characteristics of openness, and any online users or users can find the information they need on the Internet. These two characteristics of the network to ensure the sharing of network resources. Therefore, in the process of using multimedia assisted teaching, teaching resources also have the characteristics of sharing. In the classroom, when the teacher are talking about the knowledge related to the knowledge outside the textbook, they can query the Internet or by questioning the classroom multimedia computer, which can quickly and accurately find the required knowledge, and then use the big screen show, letting the students study by watching the screen. This not only can mobilize the classroom atmosphere, letting the learning be more interesting in the classroom, but also can help students learn a lot of useful and interesting knowledge. So the sharing of resources is a very obvious feature of multimedia teaching.

Multimedia network environment also has the characteristics of the integrated teaching information. In the same time, the sharing of multimedia teaching resources to a certain extent also promotes the integration of teaching information. The sharing of network resources provides people with rich information, and various courses and all kinds of knowledge are well presented, and even the relevance of these disciplines is also a good summary of the information, so that the teaching of information has the characteristics of a comprehensive. Multimedia computer system integrates all kinds of information, focusing on the processing and finishing, and then make a comprehensive performance. This improves the information acquisition, processing, storage, and expression of the method. And it enables students to obtain information through the organic combination of a variety of senses, so that it can attract more attention of students and so on.

The teachers are in the dominant position in the traditional teaching mode, and the knowledge is mainly based on the way of infusion. However, multimedia network assisted instruction is superior to the traditional teaching. It use the Multimedia in the teacher's teaching process, which will achieve a very good teaching expected results

B. The Usage of the Multimedia in Schools

In today's society, the state pays great attention to the development of politics and economy, and politics and economy also affect the development of culture. At the same time, the state also pays great attention to the development of culture and education. Education sector goes on reforming, improving the educational measures in order to enhance the quality of education. The role of multimedia in daily teaching is becoming more and more obvious, which is more and more popular with teachers and students. Now in addition to some poor mountain or rural school, the education equipment is not complete, and education facilities are relatively backward, other areas of primary and secondary schools in the application of multimedia is still relatively wide. Among them, the modern information technology represented by the computer plays an important role, so the teacher uses the computer to make the courseware and to use the multimedia courseware in the classroom. Compared to schools in the city or in the rich area, the educational facilities in these schools are more advanced and better. The students can watch and learn the relevant knowledge of the American film and play in the classroom. Some schools even at each seat set up the headset. In the training of English listening, this is very convenient. When students read articles or listening content, they can also use the advanced equipment to pass their reading through the microphone and the ear wheat to the teacher and the other students. Then reaching the interactive learning effect. So in the relatively developed areas of the economy, the amount of multimedia equipment is so much and the quality is relatively good.

However, in some economically backward rural or remote and poor mountainous areas, there is a shortage of teaching resources in the school. Not to mention the use of multimedia equipment, the use of the number of the multimedia is zero. They still adopt the traditional teaching mode in the class. Teacher's teaching still occupies the leading position in the teaching process. And some schools are affected by various factors, multimedia design is not enough, and it can not meet the actual needs of teaching.

IV. THE EVALUATION OF COOPERATION LEARNING UNDER THE MULTIMEDIA ENVIRONMENT

The high school students' English Cooperative Learning strategy in the multimedia network environment has adapted to the development needs of the students. And it also promotes the development of the education. Although everything has two sides, but the advantages of this learning model is much greater than the deficiencies. So this kind of teaching

mode will be very effective, and in the future it will have a very good development prospects.

A. *The Advantage of Learning Model under the Multimedia Environment*

Through the research of the senior high school students' English Cooperative Learning under the multimedia network environment, it is found that it has many advantages. Firstly, the application of multimedia technology in English teaching not only conforms to the law of language acquisition, but also can improve the students' learning efficiency. The interaction and communication between teachers and students, or between students, and the use of multimedia in the teaching process all mobilize the learning atmosphere. In the good learning process, students' attention will be more concentrated, and the final learning efficiency will be improved. Secondly, multimedia network technology can also simulate the thinking world, reproduce the process of thinking to promote students thinking, divergent thinking, cultivate their spatial imagination and creativity. Thirdly, it also gives the teacher some advice that guide the high school students how to study effectively.(Patesan.2016) In the traditional teaching environment, the teaching mode is single, and in the class the teacher's teaching is the main. There is no other reference, so if the teacher is wrong, it will be rarely found. But in the process of teaching the use of cooperative learning and the use of multimedia technology and equipment, it will improve the shortcomings of traditional teaching. During the cooperative learning between teachers and students, or students themselves, the teacher can communicate with the learner, so that they can understand the student's thinking and inner thoughts. Then the teacher can find a more appropriate teaching, counseling programs and so on after the collision of ideas and inner thought between them and the students. What's more, the teacher can search the information on the computer, then combining with the quality of online courseware form their own unique teaching mode and teaching methods.

B. *The Deficiency of High Schools' English Cooperative Learning*

With the developing direction of the basic education curriculum reform, the new learning style of cooperative learning also has a new development, too. In English teaching, it not only improves the learning efficiency, promotes the students' feelings, raises the students' ability of organization, but also broadens the students' learning space. It changes the one-way or two-way communication between teachers and students in traditional teaching. And it extends the students' learning to the outside class. The more important is to reflect the students' subject status. Through the cooperative learning group, the members ask questions or elaborate on their views and opinions, letting students play a positive role by themselves.

However, as the old thing goes that everything has two sides. There are still some problems in English Cooperative Learning Strategies for senior high school students. Some students may be ignored so that the learning model has to always change the form of its activities and increase the power of the new. (Ye.2012) What's more, the teachers may ignore their responsibilities.

First of all, in the learning process, cooperative learning may ignore some students, who have a sense of inferiority or whose academic performance is unsatisfactory. Cooperative learning reflects the main status of students, encouraging students to be brave in class, and actively show their own. But there is a fact that often speaking or expressing their own inner views and opinions are those who are outstanding, cheerful and optimistic. However, students who are not ideal or have an inferiority complex will suffer more psychological pressure (Cui.2011). When they are in the face of such a positive and exciting students, who answer questions and take part in the class activities actively, they don't know what to do, and they will have bad a feeling that his or her answer is not perfect or not correct. They even more inferiority, not to participate in the classroom activities with excellent students, but more of their own to hide in the corner, isolating themselves, thus learning to a less optimistic situation that the better is best and the poor is worse. The gap between students will be bigger and bigger.

Then this cooperative learning model needs to fill the energy and increase the novelty from time to time. At the beginning of cooperative learning, most students feel fresh, fun and interesting, and they are more active to take part in the activities. (Lin.2014)But this kind of cooperative learning is difficult to maintain for a long time, because it depends on the shallow level of interest to participate in. In the process of group cooperative learning, all students must not only learn to gain the knowledge but also gain more. And let the students have a sense of success in the end. Only this deep level of interest can make the group cooperative learning activities be maintained for a long time. Therefore, the group cooperative learning activities can not have only one form. It should not only be diversified, which is the variety of activities, space, time, content and manner of conversion, but also closely organize the team members to actively participate in effective learning activities. It make the team members really have a warm and enthusiastic heart, and then let them achieve the purpose of interaction, complementary, common progress and development purposes

What's more, the teacher may don't pay much attention to their duties in the teaching process. While cooperative learning requires students to improve the main position in the learning process, but the teacher can not have the sense of negative and lazy. They should have an accurate position in the the teaching process, and the teacher's responsibility can not be lost. Teachers should still have a deep understanding of the development characteristics of the students' physical and mental, and guide students to learn the knowledge. When students are study cooperatively, teachers still have to carefully observe the students' performance, make the correct judgment of the students' answers, and point out their mistakes.

C. *The Future Development of the Cooperation Learning under the Multimedia Environment*

Since there are so many advantages of cooperative learning in the multimedia network environment, with the continuous progress and development of the society, the senior high school students' cooperative learning strategies under the multimedia network environment will have a further applied. And it will have a very good future.

The Ministry of education will still actively promote the new learning model of cooperative learning, and enhance the quality and level of education with the help of multimedia technology. The relevant government departments will even give funding to the poor and backward areas, distribute educational resources, improve their educational equipment, comprehensively improving the education, and then improve the overall level of the education. Everything in the world is in constant motion. Therefore, I believe that this kind of advanced teaching form can be continuously improved and optimized, and its problems and deficiencies will be improved accordingly. For example, not only to strengthen the input of educational resources, improve educational facilities, but also to improve the standards of teachers and to strengthen the training of teachers. Including the influence of the thought and the training of multimedia operation technology, it is making the teachers in the teaching process to form their own unique teaching mode.

Each school responds to the call of the Ministry of education on the reform of basic education curriculum, and then strengthen the improvement and investment of educational equipment. Colleagues also focus on the selection of teachers, thickening of teachers, and they run a number of training for the team of teachers actively. The key is to improve teachers' ideological consciousness through training, so they can't make themselves lazy. The teacher should make use of the strength of the multimedia teaching equipment, making the teaching effect to reach the highest level. Eventually an organized and distinctive teacher team will be made up. For teachers, they will study further consciously, improving their self-cultivation and ideological awareness. They will form their own innovation spirit, break through the traditional teaching form, and increase its novelty.

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Ling Wang was born in Jian, China in 1967. She received her bachelor of Art degree in linguistics from Jiangxi Normal University, China in 1995.

She is currently an associate professor in the School of Foreign Languages, Nanchang Normal University, Nanchang, China. Her research interests include cross-cultural teaching and teaching methods.

Prof. Wang is a member of the Chinese Association of Foreign Language Teacher.

The Role of EFL Teacher's Talk and Identity in Iranian Classroom Context

Afsaneh Alijani

Department of English Language, Ayatollah Amoli Branch, Islamic Azad University, Amol, Iran

Hamed Barjesteh

Department of English Language, Ayatollah Amoli Branch, Islamic Azad University, Amol, Iran

Abstract—Identity is a comprehensive and complicated concept in the process of language teaching and learning. The present study attempted to examine the effect of teachers' talk and identity in the classroom context on EFL learners' achievements. The Conversation Analysis (CA) approach was applied to gather and analyze naturally-occurring spoken interaction. The teachers' interactions with their learners were audio-recorded and analyzed in terms of the IRF cycle (Initiation-Response-Feedback), turn-taking and renovate. The findings indicated that the plenty of interaction was assembled and retained through dissymmetrical and privileged relations. The teacher identified, and regulated most of the social actions that happened in the classroom context, most of which were also completely designed on a goal-oriented basis. It was concluded that it is time to re-assert the role of teacher as a dominant individual who controls learning inside and outside the classroom; educators and teachers should develop an instructional design that focuses on incorporating active learning and student-centered pedagogy into the traditional lecture-based courses.

Index Terms—classroom context, identity, teachers' identity, teachers' interaction, student-centered learning

I. INTRODUCTION

Identity is considered as one of the fundamental concepts in language learning and teaching. In last two decades, there was an increasing interest among scholars in identity. According to Schwartz (2001), although, identity comprises varied and complex meanings and interpretations involving those associating with people's internal systems, it has become a powerful issue. Historically, identity was evolved from the interpretation of human behavior. For understanding and digesting this concept, it is important to define it. In defining identity as a noticeable construct in language teaching, the central issue is to concern the fundamental question 'who am I?' and 'who are you?'. Such questions could involve a self-concept originating from an introspective reflection (Who am I?). Also, it can be a response from an external question from another person or group. Basically, this realm involves a more social perspective. As Gill (2000) points out that identity evolves as individuals take part in social life or as they act as members of a group. According to Cote and Levine (2002), identity is defined as "the consequence of external, social, political, and economic forces" (p. 9).

The view of teacher identity focuses the individual features of the teacher and how these are mingled with the possibilities supplied in the institutional and pedagogical identity of *teacher* and the processes of a particular field, as these are achieved in unique situations of teaching. The aspects of the identity of the teacher in language teaching are evolved from a literature review on identity and expressed in terms of the foundational and progressive competences needed for teaching of the language, as described by experienced from teacher statements (Pennington et al. 2016). In the present study, the identity of teacher is taken into account. It is going to review the concepts of identity and teacher identity, how these relate to the particular attributes of language teaching, and how the identity of teacher can be expanded through participation and teacher education. Teacher-learning contains "not only discovering more about the techniques and education of language teaching but also *what it means* to be a language teacher. Identity plays a crucial role in instruction, as juxtaposed with other careers" (Singh and Richards, 2006, p.155).

Being a teacher meaning can be mainly indicated by what establishes the visible and invisible scopes of work and life. The visible domain is related to what teachers do in the classroom context (classroom interaction, materials design, assessment and so on) and the invisible domain is associated with personal phenomena such as emotions, beliefs, cognition and so on. The personal (self-) and the external (social) inform and complement each other (Borg, 2009). The knowledge attained in classrooms, the concept of what instruction is about as well as the quantity to referee pictures of good and bad instructors, prepare proposed teachers to construct a pretended concept of what makes a teacher. This origin of factual knowledge is strengthened with qualified knowledge as they enroll in a teacher education program (Johnson, 2009). In summary, teacher identity is viewed as 'relational, negotiated, constructed, enacted, transforming and transitional' (Miller, 2008, p. 174). The main purpose of the present study is to examine the teachers' external and internal identity based on narrative inquiry. But before dealing with this concept, the theoretical framework of identity and teacher identity are taken into account.

II. REVIEW OF THE RELATED LITERATURE

The Concept of Identity

The notion of identity undoubtedly appoints the meanings encompassing the person, as well as her/his skill as a member of a public association. Discussing about identity in individual items involves psychological, affective, and intellectual concepts. On the contrary, the sociological aspect comprises epithets such as gender, race, age, or community as well as social, classical and educational elements. Even though these two attitudes have been approximated separately by psychologists and sociologists, it is hard to determine exactly where the person extends and the social starts; so that 'the target must be on the procedure of their common structure' (Wenger, 1999, p.146). Identity is a term that has historically evolved from the interpretation of human behavior. It has also been delineated as an external or internal aspect. Sociologists assert that identity is "the consequence of independent, general, governmental, and financial efforts" (Cote & Levine, 2002, p. 9) while, moreover, psychologists discuss that it interests the self- 'internal, personal, willful possible' (ibid). Both grounds have provided to accepting the meaning and foundations of identity. According to Miller (2009, p.178), identity is 'a complex and multiple individual and social phenomenon, which has critical links to power and legitimacy'.

According to Cooley (1902), the concept of the 'looking glass', seeing the formation of the self as "part of a compulsory, training progress by which principles, perspectives, behavior, aspects and identities are increased over time" (cited in Day, 2008, p. 17). This explanation discriminates with the argument that identity is a method related to group cooperation in which language and knowledge play a main role (Mead, 1934, cited in Day, 2008). To prove this argument, he introduced three central tenets: personality (mind), interaction (self) and social structure (society).

Identity involves several proportions based on the postulation that is reflected in the work of Erickson (1968). Erickson (cited in Cote & Levine, 2002, p. 15) involves: 'ego identity (a sense of temporal-spatial continuity); the individual aspect (a behavioral and feature collection that discriminates personals); and the social scope (the roles played within a group)'. According to Erickson, all three of these dimensions together develop a regular personality identity, preparing behavior and individuality constant. This recent hypothetical outlook points identity as a complicated quantity with both emotional and sociological features.

The concept of Teacher Identity (TI)

Being a teacher is interpreted into two domains: visible and invisible. The first one is related to the activities which are carried out in the classroom context by teachers such as classroom interaction, assessment, task implementation and the second one is associated with the personal phenomena such cognitions, beliefs, sensations. These two areas seem to be described in the long standing contest conceptualizing identity as a subjective (the self) or extrinsic (social) circumstance, as shortly investigated in the preceding part. The external factor indicates macro-cultural structures affectionately connected to the experienced performances contracted in performing their roles. The individual and the social instruct and supplement each other. The interior figures composed by teachers, which are investigated main in the development of teacher identity, come from a lengthy process which begins in their involvements as learners (Borg, 2004). Throughout this time, for example, qualified assumptions, inspirations, feelings, and essence opinions about training and learning appear. The knowledge obtained in classrooms, the notion of what teaching is about as well as the capacity to compare patterns of good and bad teachers, allow expected teachers to constitute a predefined view of what constructs a teacher. Teachers have been reassured to revert on their practice at the distinct stages of their progresses in contemplation of discovering who they think they are (Farrel, 2015).

The Review of Teacher Identity

The consideration of teacher identity (TI) acquired developing concern in the literature of teacher education in the last decade (Clarke, 2008). The traditional view about identity showed that personal role of the teacher is considered by social positions that an individual performs in the society. The self refers to motivational factors, pedagogical and subject matter knowledge, and values while social role refers to the social recognition of others. Beijjaard (1995) defined the self as representations of a person's theories, attitudes and beliefs. However, theories, attitudes or beliefs appear implanted in a person's mind, or even innately in nature, they are inseparably related to context, ability, and civilization. As a result, the teacher and teaching meanings are basically formed from teachers' mental images and the socially constructed paradigms that others assign to them.

Discourse and Discourse Analysis

Cook (1989) pointed out discourse is elaborated as "the language in use" (p. 6). Brown and Yule (1983) defined discourse analysis as "the examination of language we utilize" (p. 1). In other words, discourse analysis is associated with considering of the affinity between language and the situations in which it is applied. It includes examining both language function and language form and involves the analysis of both written texts and spoken interaction. It determines linguistic characteristics that attribute various genres as well as cultural and social components that assist in our investigation and understanding of various texts and kinds of speech.

Discourse analysis assists us to realize how people apply actual language, as contested to studying artificially created sentences. Therefore, it is urgent interest to language teachers because it is required to regard how people apply language when we design and prepare materials of teaching, or when we engage learners in activities and exercises aimed at making them proficient users of their target language, or when we assess a piece of commercially published material before making decisions to apply it (McCarthy, 2002).

Since spoken language is “the medium by which much teaching occurs and in which learners demonstrate to teachers much of what they have acquired” (Cazden, 1987, cited from Wittrock, 1988, p. 31), the application of discourse analysis to L2 teaching and learning can indicate much about how teachers can enhance their teaching practices by researching actual language use in the classroom, and how learners can acquire language through exposure to different types of discourse. Classroom discourse analysis is as a dimension of classroom process investigation, which is one way for teachers to check both the quality and quantity of learners’ output. Nunan has mentioned that “If we want to enrich our understanding of language learning and teaching, it is required to pass time looking in classroom” (Nunan, 1989, p.76). Based on investigators’ views of communicative teaching, “failed communication is a joint responsibility and not the fault of speaker or listeners. Similarly, successful communication is an accomplishment jointly achieved and acknowledged” (Richards & Rodgers, 2001, p. 77).

Talk and Identity

As Benwell and Stokoe (2006) indicated some approaches which have concentrated on the discourse and identity analysis. According to social constructionist approach, identity “is a public phenomenon, a performance or construction that is investigated by other people. This construction happens in discourse and other social and embodied conduct...” (p. 4). This reverses a great modification from precedent identity views as an internal cognitive account to a more postmodern approach that seems at it in terms of semiotic and discursive issues, in spite of the claim that appears when some scholars and investigators view identity as represented in discourse while others argue that it is dynamically constituted in it. Discourse is applied by people to achieve social actions, which indicate how we talk, who we are, what we say or what we mean. That social construction of identity is “skillful, contend, attributed, opposed, instructed and arranged in discourse”(ibid, p. 4). Some other techniques such as critical social psychology, distributing theory or psychoanalysis also analyze the discursive construction of identity.

III. METHODOLOGY

Participants

In the present study, two English vocabulary learning classes were examined. The participants were divided into two groups: teachers and learners. A novice teacher and an experienced one were selected for this study. Both teachers were male. The novice teacher was 22 years old and his experience was about 1 year. Unlike the novice teacher, an experienced teacher was 38 years old and his teaching experience was about 12 years old. The setting of discourse indicates an image a group of ten learners in two classes (6 females and 4 males). Each class comprised 5 learners. The learners are attending English lessons for personal purposes. The learners’ age ranged from 13 to 16. The class environment was friendly among language learners and the teachers. The learners’ proficiency level was intermediate.

Instruments

Ten words were selected and applied in the present study to examine in the classroom context. These words were taught by both novice and experienced teachers based on interaction, question, answer, and explanation.

Method and Data Collection

Conversation analysis (CA) is viewed as a methodology that concentrates its interest on the naturally-occurring interaction interpretation. In the present section, there is a brief explanation about using of this approach, which was established by Sacks and Schegloff. They pointed out “realistic observational method that could cause with the factors of social action harshly, empirically and formally” (Schegloff & Sacks, 1973, p. 289). Although CA isn't associated with conversation alone, it is basically related to depicting all functions modes of talk in interaction and other forms of conduct such as gesture, facial expressions, body language and so forth (Schegloff, Koshik, Jacoby & Olsher, 2002).

The data was collected and transcribed outside of the classroom talk in a Persian context, was applied for understanding the identity of professional teacher. Both professional English language teachers and recruit were audio-recorded while they were teaching English and specially vocabulary to two mixed-intermediate classes. A two-hour lesson in detail was transcribed ensuing the transcription system adapted from van Lier (1988) and Johnson (1995).

As Pike (1967) pointed out that the emic point of view studies behavior from inside the system. There were no prior or predetermined research questions or interest, the analysis emerges from internal. The analysis of the present study is completely data-driven and provides from any interactional characteristic that attracts the analysts’ attention. Six extracts of classroom talk were selected, examined and analyzed at a micro-level of interpretation in an emic-empirical perspective in terms of the IRF/E cycle (Initiation-Response-Feedback/Evaluation), turn-taking and repair. No pre-determined criteria regarding the extracts’ number or length were identified. For instance, exclusively, they were decided by the analysts.

The teachers attempted to provide a casual and non-aggressive tone of voice, classroom management and rearrangement for instance, describe a highly stimulating atmosphere that enhances and makes occasions for language learning. In other words, the students revealed a high degree of learning engagement.

IV. FINDING

In this section, the interactional flow of the lesson was analyzed based on the IRF/E cycle perspective, the organization of turn-taking and reconstruction. Also, the arrangement and inferences of such a nested institutional process were analyzed at a micro-level of investigation.

The IRF Cycle

The IRF cycle is called Initiation-Response-Feedback and it was broadly attracted a lot of research since Bellack, Kliebard, Hyman, (1966) initial classroom structure determination depended on three distinguished swap patterns: asking (demand), answer and reply. It was determined as a basic cycle of teaching, specifically resolving and approximately principal in the context of language. Sinclair and Coulthard (1975) specifically illustrated it as a significant interactional approach or “a more complicated discourse model of classroom interaction” (Walsh, 2006, p. 41). Kasper (2001) has been accepted or criticized the IRF cycle. He argued that students could advantage more if teachers supply some chances for them to interact.

Extract 1 describes the performance of the experienced teacher and the participant and it was utilized as a tool to determine how this model of teaching and learning identified most of the actions of the classroom and what the teacher does in the classroom.

Extract 1 (turns 01 – 09)

01 Teacher: Oh look, what’s this word?

02 Learner 1: ... actor.

03 Teacher: All right. This is a noun or adjective, Maryam? Come on, please.

04 Learner 2: Adjective.

05 Teacher: An adjective?

06 Learner 2: (4).

07 Teacher: Adjective?

08 Learner 2: No, I think it is noun.

09 Teacher: Correct. (Laughing)

Extract 1 initiated with a sample of the IRF/E interactional pattern. The teacher judges the utterances of a learner in a prior turn as correct (turn 02). She answered with a little pause. In the second part, the teacher asked a question with a high intonation. (turn 03) and initiated another interactional cycle by verbally proposing either Maryam as the next speaker.

The instructor applies a vocabulary channel, ‘*come on*’ (turn 03), to invite learners to change talk. It is an approach to make a friendly atmosphere and to get a genuine learner’s 2 answer. This is absolutely accepted by Maryam who decides to reply cooperatively (turn 08). The identified learner was guided by implicit instruction with teacher’s different tone. Ultimately, in the (turn 9), the teacher provided feedback/evaluation again. What identity image could an analyst get from this interactional classroom chunk? However, dissimilar feasibilities for tracking, some clarification could be produced from extract’s 1 image of irregular ability associations. The teacher inevitably assisted the learner to find the answer.

Extract 2 also begins with the performance of the novice teacher and the participant and it was applied as a tool to determine what the teacher does and how this model of teaching and learning identified most of the classroom behaviors.

Extract 2 (turns 010 – 018)

010 Teacher: The third word, what is the third word?

011 Learner 3: ...Amoral.

012 Teacher: Amoral, right. So, what is the function of amoral?

013 Learner 3: ((4))

014 Teacher: Functions like as noun, verb, adjective, and so on. So, [tell me]

015 Learner 3: noun?

016 Teacher: Amoral is a noun? Is it right?

017 Learner 3: I think (0.2) =

018 Teacher: You think. No, this is not an adjective. This is noun.

Extract 2 starts learner 3 responding to a question asked by the teacher (turns 10). The turns have been arranged based on the topic. After asking the question and answering the question with pause, the evaluation of the answer was “*right*” (turn 12). The teacher continued and asked another question about the function of the word. After fairly long silence, the learner could not answer the question and the teacher attempted to help the learner implicitly. But, the learner could not find the answer of the question and ultimately, the teacher answered the question explicitly (turn 18). This extract like as the previous one included two or three IRF/E mode, but in the former part, the learner answered the question implicitly. In the second part, the learner got the answer explicitly.

Turn-taking Organization

The considerations of turn-taking basis emerged in the early steps of CA in the explorations by Sacks and Schegloff (1973). Generally, it is defined as conversions that discourse participants displace in organized form in a mainly analytical turn-by-turn ground. Normative principles of interaction were established that every party supervens “by reference to one-party at a time, in contempt of they are recognized over intentionally concurring talk...” (Schegloff,

2000, p. 48). The language classroom context is necessarily specified by the turn-taking organization. One speaking at a time appears institutionally nested and their influences on interaction are certainly effective.

Extract 3 is applied to demonstrate some features that were specified in the current analysis.

Extract 3: (turns 019 – 026)

019 Teacher: The aim of this session is to teach new word and new expressions that we need -for communicating with others yes?

020 Learner 3: Yes, yes.

021 Teacher: Thank you very much. The first word is

022 Learner 3: er [Apolitical]

023 Teacher: [A political] or apolitical?

024 Learner 3: Apolitical. er (0.1) This is right, teacher?

025 Teacher: Apolitical- yes. Do you like politics?

026 Learner 3: No.

Extract 3 starts introducing the topic of the lesson by the teacher as a turn taker. An experienced teacher introduced the topic and ask a question (turn 019). In the next turn, learner 3 answered to the learner. In the turn 024, the learner took the turn and asked a teacher a question. The teacher in the next turn answered to the learner (turn 025).

Extract 4 (turns 027 –033)

027 Teacher: The meaning of astonishing is

028 Learner 9: er (0.3) terrible.

029 Teacher: No, no. This is no right.

030 Learner 9: er. I don't know.

031 Teacher: Doing thing in the best form and [interesting]

032 Learner 9: [interesting] and attractive

033 Teacher: well done.

Extract 4 also begins with asking the meaning of the word by the novice teacher as a turn taker (turn 027). The learner starts with a hesitant discourse marker 'er' and a 0.3 second pause (turn 028) and provided a wrong answer. In the next turn, the teacher did not confirm his answer (Turn 029). In turn 30, the learner could not find the right answer. After providing explanation, the learner found the meaning of the word (Turn 032). The teacher provided the confirmed his answer (Turn 033).

Extract 5 (turn 034 – 044)

034 Learner 4: er (0.2)...This word can relate to the [person's feature].

035 Teacher: [person's feature]. This sentence is right?

036 Learner 4: (0.3) I think... er... yes.

037 Teacher: You mean that this sentence does not have any problem.

038 Learner 4: er (0.2)... yes.

039 Learner 1: No, I think there is [a problem] in this sentence.

040 Teacher: a problem. What is this?

041 Learner 1: grammar

042 Teacher: right. (CORrect). [laughing] Which part?

043 Learner 1: [laughing] Dear teacher, this word can be related to the person's feature. This is a passive form.

044 Teacher: Oh, very well. Thank you.

Learner 4 initiated with a hesitant discourse marker 'er' followed by a 0.2 first pause in presenting the information about the specific word (turn 34). He produced the wrong sentence. Turns 34 and 35 were overlapped with the clause [person's feature]. The learner attempted to correct the sentence in terms of grammar; but he couldn't provide a correct form (turn 36). In this turn, the learner had 3 second pauses. In the turn 23, his hesitation continued 2 second pauses. At last, another learner attempted to specify and correct the error (turns 041 and 043). This extract indicated self-initiated other repair form.

It can be stated that in the upper extract, both teacher-student and student-student repairs took place. In turn 037, the teacher attempted to correct the learners implicitly and in turn 039, learner 1 attempted to correct the sentence.

Extract 6 (turns 045 – 048)

045 Learner 6: er (0.1)...The meaning of Outstanding is clear.

046 Teacher: Is it right?

047 Learner 6: Oh, no. It means er important.

048 Teacher: That's great.

Learner 6 started a hesitant discourse marker 'er' followed by a 0.1 first pause in giving the meaning of the word (significant) (turn 045). In this turn, the learner provided a wrong. In the second effort, that learner provided the right meaning of this word (turn 047). Unlike the previous extract, this extract indicated self-initiated self-repair form.

According to Van Lier (1988), however, generally, repair has been classified as one of the most frequent actions that teachers perform in the language classrooms, its classification differs based on the pedagogical focus. The data revealed that two separate roles played by the teacher and other learners were related to repair as a varied approach that involves

error correction (turn 035), confirmation check (turns 35 and 41). Seedhouse (2004) revealed that negative evaluation is hardly showed by the interpretation of classroom data that proved while looking at extract 3 in this study.

V. CONCLUSION AND DISCUSSION

Related pictures of the way the professional identities of teacher are rebuilt and formed throughout their interactions were indicated based on the classroom talk examination in the present research. A numeral of unbalanced interplay was presented to empower the teacher's role as dominant over learners. Both teachers posed the questions, pre-allocate turns and held the floor to make sure pedagogic control. An interaction model depended upon a teacher-learner format is common without structures of student-student alteration, for instance. Ordinarily, learners react to the explorations of teachers and barely select a more dedicated performance. However, the cycle of IRF is argued to be a feature of a 'conventional' teacher-centered classroom context, it was a common educational progress in the context of the present study. The teacher supposes half of the conversational shifts which are depended on a question-answer subsequent system. Repair considers the error correction form basically with no clear purpose to 'let some of them go' while in some other positions some mistakes are classified as repairable by the teacher. Some other forms of repair such as simplification inquiry or validation test arose sporadically and their impacts on education sound to be more advantage than the errors adjustment.

In the context of this study, there are five areas in which the teacher-centeredness of the classroom is distinctly identified: the equivalence of capability, the action of substance, the teachers' role, the accountability of learning, and the aim and processes of judgment. It is concluded that it is time to advocate the role of teacher as a dominant personal who controls learning inner and outer the classroom. Being learner-centered does not mean rejecting traditional teaching methods. According to Sawant et al. (2015), teachers and educators should develop an instructional design that focuses on incorporating active learning and student-centered pedagogy into the traditional lecture-based courses. These changes will accelerate enhancement in learners' perspectives and attainment. Albeit the changes to be carried out may require a significant time engagement at first, it will necessarily be a kind of contribution because it will not require excess attempt to teach the corrected ideal in the future and it can also contribute a catalyst for institutional reform. In contrast to teacher-centered learning, student-centered learning should be developed in educational settings in which teachers give students opportunities to lead their learning activities, participate more actively in discussions, design their own learning projects, search topics that interest them, and generally contribute to the design of their own course of study. Thornburg (1995) also argues that students are essential to the classroom, just like a team member is essential to a game. Teachers should be part of the description of student-centered education, but they are not the main tendency. The students are the center, and the teacher is a person who can help small groups of learners. Teachers should act as a facilitator.

Language teachers should not only be familiar with the theoretical orientations of language teaching and learning but also be involved in developing theory themselves. In the words of Sharkey, they should be 'active readers, users, and producers of theory' (2004, p. 281). The results of this study are in line with what Richards and Rodgers summarize:

English language teaching is an occupation, which means that it is seen as a career in a field of instructional profession, it needs a specialized awareness vulgar attained through both academic study and practical experience, and it is a field of work where membership is based on entry requirements and standards. Becoming an English language teacher means becoming part of a general society of specialists with common objects, values, discourse, and procedures (2001, p. 52).

This study also offered an explanation of how identities of teachers are formulated and the consequences that may happen to teachers and learners when they are established. It demonstrated how teachers and students understandings of identity can promote teaching and learning. Regarding this point, the result of the present study is in line with what Hall et al. (2009) discussed in his paper; although students and teachers do not always share the same understandings of identities, the teachers' identities are given eminence in school rooms. Learners should attribute to the prevalent models of identity or risk being marginalized. While there is any data shows that why teachers are not aware of this belief, one probable expression is that learners don't know the meaning of an active learner and what impact their behaviors in the class.

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Afsaneh Alijani is a Ph.D. candidate in Ayatollah Amoli Islamic Azad University. She is an EFL teacher in Amol, Iran. She is interested in Psycholinguistics, language teaching and SLA.

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Hamed Barjesteh is an assistant professor in TEFL. He is the faculty member and the head of English language department in IAU, Ayatollah Amoli Branch. He has published many papers and presented articles in national and international conferences. He is interested in critical thinking, critical pedagogy and critical discourse analysis.

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Exploration of the Non-normal Students' Attitude to Taking Part in the Teacher Qualification Examination in China

Lu Gong

Southwest University, Chongqing 400715, China;
Kaili University, Kaili, Guizhou 556000, China

Abstract—As the teacher qualification examination has been extensively spread in China in recent years, a "national examination fever" is rising among non-normal students. A large number of non-normal college students have obtained the teacher certification by taking the qualification exam. It is found that there are all kinds of attitudes to the students' participating in this exam. Firstly, they once had to choose a non-normal major on account of different reasons, although they expect to be teachers. Secondly, they hold a blind attitude that all their friends take part in it. Thirdly, it is a practical way to have a job choice after graduation. Therefore, we have a responsibility to remind the students to treat the examination rationally, because it can't ensure them the capabilities required for a qualified teacher even if they have passed three or four subjects. Meanwhile, those who participate in the exam only plan to increase the possibility of getting employed instead of genuine enthusiasm for education can hardly enjoy satisfaction and happiness. Therefore, the non-normal students should recognize and understand the true purpose of the examination and make a rational career planning. At the same time, the government needs to improve the teacher qualification examination system.

Index Terms—teacher qualification examination, non-normal student, attitude

I. INTRODUCTION

For a long time, the construction of teachers' team is carried out in relatively conservative way and teacher qualification is lifetime. The normal students of all majors at university are "quasi-teachers", and the teacher certification is also practiced for life. They usually passed the test of mandarin and calligraphy at university, and then applied for a certificate on the designated website. They could obtain the teacher qualification of the corresponding discipline at university. It is required for a student to get the certification before becoming a formal teacher. At the same time, it is difficult for many excellent students who want to be a teacher to get the certification. Therefore, the traditional system of applying for teacher certification makes the unemployed teachers avoid the competition pressure because of the excellent welfare offered by the "iron rice bowl (a secure job)". In order to attract more talented people, China is enhancing the construction of teachers' team, to stimulate the vitality of the teachers' team and improve the quality of education. China is learning from the successful experience of the United States and Japan by reforming the national primary and secondary school teacher qualification examinations to absorb more talents into teachers' team. In Japan there are several types of professional development programs developed by the government: leadership development; internships for becoming public school teachers with a supervised, reflective induction into teaching (Shimahara, 2002). Since 2011, China has gradually carried out the national primary and secondary school teacher qualification examination in the range of the whole country, and to further standardize the requirements for teachers.

The challenges of getting a certification can be as basic as determining a regulatory body capable of training teachers and providing time and capitals to complete the training. "Certification is the process of deciding that an individual meets the minimum requirements of competence in a profession. Licensing is the legal process of permitting a person to practice a trade or profession once he or she has met certification standards" (Cronin, 1983, p.171). "The establishment of the teachers' qualification examination system in China has experienced three periods: the first period is from 1978 to 1993, in 'Decision on Reform of the Education System of the Central Committee of the Communist Party of China' as a guide to establish the system of primary and secondary school teachers in the inspection of certification. The second period is from 1993 to 2009, 'Chinese Education Reform and Development Compendium' as a guide to build the teachers' qualification system. Teacher qualification examination is to measure the quality of teachers and social workers. The third period is from 2009 to present, 'National Long-term Education Reform and Development Plan Outline (2010-2020)' to guide China to gradually establish a teacher qualification examination system." (Chen, 2015, p.98). The examination is held twice a year, with the written examination in March and November, and the interview in May and December if the written test is passed. Teacher qualification exam was first held in November 2011 in Hubei and Zhejiang province. The Ministry of Education announced that since the students of 2015 class will no longer be directly recognized as teachers' qualification when graduation. The "life-long" mode of teacher qualification was cancelled at the same time, and the registration must be performed every five years.

The examination of teacher certification is divided into two parts: written examination and interview. The written examination subjects of teacher certification for kindergarten teachers include "comprehensive quality" and "teaching knowledge and ability". The written examination subjects for primary school teachers are "comprehensive quality" and "education and teaching knowledge and ability". The written examination subjects for general senior middle school teachers and secondary vocational school are "comprehensive quality", "educational knowledge and ability", "subject knowledge and teaching ability". The written examination subjects for secondary vocational school teachers are "professional knowledge and teaching ability". The exams are temporarily propelled and organized by the provinces (autonomous region, municipality). As for the interview examination subjects, the interview for kindergarten teachers is not divided into subjects; the interview for primary school teachers is divided into 8 subjects: Chinese, mathematics, English, society, science, music, sports and art; the interview subjects and written examination subjects for middle school teachers (discipline knowledge and teaching ability) are consistent, a total of 13 disciplines, i.e. Chinese, mathematics, English, physics, chemistry, biology, politics, history, geography, sports and health, music, art and information technology. The interview examination is conducted in the form of trial and structured interview. After passing the written examination and interview, the participants can get the certificate of achievement, and finally apply for the teacher's qualification certificate on the official website.

II. LITERATURE REVIEW ON TEACHER QUALIFICATION EXAMINATION

A total of 2252 results were retrieved from CNKI through entering the term of "teacher qualification examination". The earliest research started in 1978. From 1998, the number of annual research has been continuously increasing, with 295 research papers published in 2016. Through analyzing the authoritative and academic papers in recent years, it is found that these papers are focused on several main aspects of teacher qualification examination.

First of all, it is about the implementation of teacher qualification examination system. "In order to effectively implement the policy of teacher qualification examination, we need to establish and improve the discipline system of teaching education, the professional education system of the applicants for teacher qualification examination and the professional quality guarantee system for teachers' training. Further clarification is required for the relationship between teacher qualification examination and teacher education, the relationship between teacher qualification examination and teacher education curriculum" (Zhu, Yuan, 2016, p.105). Some people think that the current qualification examination system of primary and secondary school teachers has some conflicts with the curriculum standards in terms of teacher training and examination content, so it is necessary to reform the system. The government should take some measures, for example, grant some normal universities the autonomy of conducting teacher qualification examination, enhance the compulsory education of teachers, increase the difficulty of the exam, perfect the examination conditions, establish a strict examination system of teaching practice and establish the "tutorial system", to promote the effective implementation of teacher qualification examination (Lin, Liu, 2015).

Secondly, it is about the reflection on the reform of teacher qualification examination. "Examination standards, examination contents and examination methods are three important issues in the reform of teacher qualification examination for primary and secondary school teachers. The pilot reform has realized the transformation of national examination standard from scratch, and the examination content from emphasizing the subject curriculum system to the comprehensive pattern of 'written examination + interview'" (Feng, 2016, p.107).

Thirdly, it is about the influence of teacher qualification examination on university curriculum. The national examination system will lead to the adjustment of university curriculum, the change of training mode and the decrease of primary education source. Such adjustment and change are not favorable for cultivating high-quality primary school teachers. In order to reduce or mitigate such influence, the national unified standards should be formulated based on the reform of the subjects, contents and forms of teacher qualification examination for primary school teachers, or professional graduates can directly obtain teacher qualification certificate for primary school (Li, Wu, 2016). Some people believe that the teacher qualification examination system should be reformed first in the aspect of policy, so as to promote the development of basic education and improve teachers' professional capabilities, implement the teacher education reform and solve the practical problems in implementing the teacher education curriculum. For example, in the construction of teacher education system, it was proposed to streamline the courses and to improve the proportion of specialized education courses (Hu, 2017).

Fourthly, it is about the case study. Based on the experience of teacher qualification examination and the experience of Hainan Normal University, the curriculum reform of teacher education and the coping strategies are analyzed in order to find a better way to improve the school teachers' quality. Liang Shan believed that higher normal colleges and universities should strengthen the kindergarten teachers' core competence in the professional curriculum together with the requirements of the national unified examination, strengthen the education of teachers' ethics, enrich the subjects of cultural literacy in general curriculum, pay attention to the educational effect of practical courses and highlight the practice in teachers' cultivation (Liang, 2014). However, only one study focusing on the attitude to teacher qualification examination was retrieved, saying that "The cognition and attitude of normal students to teacher qualification examination -- the investigation and analysis of H Normal University." (Liu, 2016, p.129). One of the reasons for conducting this study was that there are few studies on the attitude to students' participating in teacher qualification examination.

III. NON NORMAL STUDENTS' ATTITUDE TO TEACHER QUALIFICATION EXAMINATION

The author teaches at the training class for teacher qualification examination. A large number of investigations show that the students attending the examination mainly have these kinds of attitudes: Firstly, they really like the profession of teachers, but accidentally chose other majors for some reason. Secondly, they want to try the exam because their friends are participating in it, which is a kind of blind attitude. Thirdly, they are pursuing for a job opportunity after graduation, which is more utilitarian.

A. *They Like the Teacher's Job*

Some non-normal students take part in the college entrance examination because they had not clearly determined their career goals, or were advised by others to choose a major other than teachers. When they went to university, they gradually realized their strengths and weaknesses and knew what jobs they were suitable for. So they took part in the teacher qualification examination, hoping to engage in their favorite career through this way. This is also the greatest advantage of the reform of teacher qualification examination, which can provide a chance for the non-normal students who are enthusiastic for teachers' profession.

B. *A blind Attitude*

Nowadays, some college students are confused about their future. Some of them may be influenced by their parents' thoughts on their career, so that they still can't think independently what they want after adulthood. But parents cannot provide more details for adults, so this group of students follows their classmates and do what others do, totally in a meaningless state of blind obedience. They do not understand the meaning of their participating in the teacher qualification examination, and do not know whether they like the profession or not.

C. *A Utilitarian Attitude*

Another group of non-normal students hold a utilitarian attitude to taking part in the teacher qualification examination. They are very clear about their feelings for teachers. Although they do not like the profession, they are forced to take a teacher qualification examination for a career choice after graduation. This is a utilitarian thought. These students are very opinionated and have a good foresight for the future. On the one hand, they will learn the current major, and strive to take the teacher's profession after graduation. In this way, once they are unable to undertake their professional work, they can also take part in the recruitment of teachers. In particular, the employment rate of the special post teachers is more than 90%. Therefore, a teacher's qualification certificate can at least provide a job opportunity after graduation. The special post teacher policy was released to promote the compulsory education in the rural areas of the western region in 2006. The government tries to guide and encourage college graduates to engage in compulsory education in these areas. This initiative can supplement the teachers' team in rural schools, and gradually solve the problems of inadequate teacher resources and unreasonable structure in rural schools, so as to improve the overall quality of rural teachers and promote the balanced development of overall education.

IV. TEACHER QUALIFICATION AND TEACHERS' PROFESSIONAL DEVELOPMENT

Because the national unified examination will gradually be required for all teachers, the relevant training institutions have mushroomed. So, we have the reflection: why so many non-normal students suddenly turn to education field? Education is a big plan, and teacher is the base. Teaching and educating students are the lofty duty of teachers. At the same time, the key to the reform of education is also the teachers. As a result, a large number of non-normal students will become teachers in the future and they desire to obtain the teacher qualification. But some aspects still need to be improved at present, for example, the existing system is not conducive to the professional development of teachers. The professional development of teachers means that in the occupation career, through special training and lifelong learning, teachers gradually acquire professional knowledge and skills in professional education and constantly improve their teaching quality, thus becoming the professionals in education field. It contains two meanings. On one hand, it refers to a professional teacher who has grown up from a novice through professional training. On the other hand, it also refers to the process of teachers' progress from non-professional state to professional state.

A. *Getting Teacher Qualification Is Easy*

Firstly, the requirement for degree is not strict. High school teachers require a bachelor degree or above, while kindergarten and primary school teachers only require college degree or above. The enrollment expansion of universities has lowered the scores for college entrance. The minimum score for college entrance was 220 in 2014. Only one-third of the total score of college entrance examination is required to apply for teacher qualification exam! These people's knowledge reserve and teaching ability cannot be guaranteed. Kindergarten and primary school are the foundation of life. At this stage, the quality of education directly affects the development of follow-up education. More attention should be paid to the acquisition of teacher qualification rather than lower the standard.

Secondly, the examination is easy. Although the subjects of written examination like "education" "psychology", "comprehensive quality", "teaching knowledge and ability" and "knowledge base education" becomes more difficult, they are still too easy compared with other professional examinations such as doctors and lawyers, etc. Therefore, a

large number of non-normal students choose to take part in the teacher qualification examination, while it is impossible for a large number of students to pass the judicial examination. For example, the subject of "Comprehensive Quality" is too easy and rigid: in the past few years, it is found that there is a pattern can be followed in the material and writing. The material analysis of preschool teachers only examines two aspects of professional knowledge and professional ethics. Generally, it is a material analysis of a teacher's education and teaching behavior. The former answers come from the view of educational department, the view of the students and the view of teachers. The latter is analyzed one by one from the six aspects of the professional ethics. In the way of "knowledge + material", the knowledge by rote learning is hard to memorize, and it can be counted as correct without comprehensive understanding. At the same time, "Since the first examination in the second half of 2011, there have been totally 816561 people attending the written examination and 816561 people taking part in the interview, and 216794 people have passed the two examinations."(Chen, 2015,p.98). The success rate is 69.98% for the interview. How can the non-normal students really be qualified for the job of teachers?

B. *The Realization of Teachers' Professional Development Is Difficult*

"The new curriculum reform requires teachers to change the traditional education idea and possess good teaching skills and research ability." (Lu, 2006,p.71-76) Enthusiasm for one's profession is the foundation of teachers' professional development. The examination fever of non-normal students at least proves that the majority of these students do not really want to be teachers and they also lack professional knowledge and skills training. Secondly, the corresponding professional knowledge and abilities are the basis for the professional development of teachers. Teacher qualification examination cannot guarantee the knowledge reserve and teaching ability of non-normal students. Compared with normal students, they lack the professional knowledge and skills training at the undergraduate level. China is now advocating innovative education and striving to achieve great progress in education. Innovative education can't be achieved without innovative teachers. Education and scientific research are the primary productive forces in improving education, and educational research is the main way for teachers' professional development. Educational research is a systematic exploration of educational phenomena and educational practice by teachers with a goal and in a planned scientific way. This requires that every teacher should preside or participate in studying the subject and take the problems encountered in the education and teaching as a research topic. It reveals the inherent law of education, and then promotes the innovation and development of education. And many non-normal students are lack of professional training and necessary knowledge reserves. It is difficult for them to meet the requirements for the new-era teachers. Therefore, it is difficult for non-normal students to achieve the teacher's professional development. Passing teacher qualification exam does not mean a qualified teacher.

V. THE NON-NORMAL STUDENTS SHOULD RATIONALLY TREAT TEACHER QUALIFICATION EXAMINATION

A. *Clarifying the Purpose of Test*

Many of the students participating in teacher qualification examination do not really understand their true thoughts. Maybe they are affected by other students or parents' wishes. The survey shows that most people want more choices when looking for a job. If they can't get the job associated with their major, at least they can participate in the teachers' special position examination with high-admission opportunity. We have suggestions for those who have no enthusiasm for education career and just want to get a job.

B. *Know Yourself Reasonably*

An ancient Greek philosopher said, "Man, know yourself!" In the traditional teaching, writing can be a Chinese teacher. The society's demand for teachers has been much higher. But the outcome of teacher qualification examination can't comprehensively examine the potential of one's professional development. A kindergarten survey found that compared with non-normal students, children prefer normal college students, because normal college students can sing and dance, while non-normal students can only teach children to sing and understand common things, etc. Their teaching method is very simple so that they work hard to compete for teaching. In addition, the schools under little competitive pressure always are in poor working conditions. So before deciding to participate in the teacher qualification exam, please ask yourself if it is suitable for you.

Teachers are different from other jobs. They are working on the future of human. Teachers must be noble and full of wisdom. On the shoulders of the teacher is the nation's future.

C. *Make Career Planning*

The life without career planning easily loses goals and goes with the flow. Nowadays, there are a lot of courses related to career planning in high school, designed for helping students reasonably choose their majors in college entrance exam. Before entering university to carry on the professional study, everyone should do a reasonable career planning, so as to enrich college life and get ready to find a good job after graduation. To become a teacher, non-normal students should do a good job in vocational planning, and strengthen their professional courses at the same time to prepare for becoming a qualified teacher.

VI. CONCLUSIONS

The system of teacher qualification examination is rapidly developing and constantly improving. Gratifying results are achieved, and some problems are also occurring.

It is so exciting for non-normal students to have the chance of applying for teacher qualification certificate. From now on, they have to start from scratch in the same position with normal students, which is not fair for normal college students. Non-normal students can do major-related work after graduation, and can also enter the field of education through teacher qualification examination. Students spending four years getting a teacher qualification certificate is not a privilege. How can several exams be compared with the four years of professional training? Or is it because the society does not have enough trust in the cultivation of normal students?

The quality of teachers cannot be reflected by several exams. High-quality teachers are the key to the success of curriculum reform. We can't pursue quantity and ignore the quality. We should increase the difficulty of teacher qualification examination, expand the scope of the examination, and select the potential students that are enthusiastic for being teachers. We can learn from the experience of the legal profession that, non-normal students can do the teaching training again after passing the teacher qualification examination. After possessing the required credits and teaching skills, non-normal students can also become a teacher.

The important role of an examination is the selection. Teacher qualification examination has the responsibility to select the best people to improve the teaching quality. Obtaining a teacher qualification certificate is the first step to become a teacher. We should build the goal of increasing the difficulty of the exam, to enhance the training of non-normal students. Non-normal students should treat teacher qualification examination and make career planning in a rational way so as to understand the true meanings of life.

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Lu Gong was born in Gui Zhou Province, People's Republic of China in 1988. She is studying education in Southwest University for her doctor's degree. Her research focuses on minority education and Chinese language education. At the same time, she works at Kaili University in Guizhou.

A Study on English Acquisition from the Perspective of the Multimodal Theory

Huaiyu Mu
Inner Mongolia University, China

Abstract—This paper aims to explore watching English movies as an effective way of learning English for English learners to improve their English level on the basis of theoretical framework of the multimodal discourse analysis. Watching English movies can greatly stimulate English learners' interest in learning English. In the process, they can get dual stimulation from visual and auditory senses by using the visual modality, auditory modality and tactile modality. Learners may acquire English knowledge in a relatively authentic language environment, and by listening to and imitating idiomatic English expressions, they can acquire cultural knowledge, further understand the culture, people's way of thinking and humanistic spirit and values of English-speaking countries, and thus improving their English level and ability of cross-cultural communication.

Index Terms—multimodal theory, English learning, English movies, cross-cultural communication

I. INTRODUCTION

The purpose of learning a foreign language is to use it to communicate with other people, learning English is no exception. Among the comprehensive abilities of listening, speaking, reading, writing and translation in learning English, the abilities of listening and speaking are very important skills, and play a very important role in learners' work and social life in the future. Nowadays, multimedia technology has been widely used in teaching, especially in foreign language teaching. Multi-modal teaching mode integrates the static resources and the dynamic resources into the teaching process by using different media, giving the students a full range of multisensory experience, causing multi-level association. According to Gu YG's (2007) multimodal foreign language learning mode, the shift between different modalities can stimulate the brain to produce a stronger memory and thus improve the understanding. Among the five communication modalities, namely the visual modality, the auditory modality, the tactile modality, the olfactory modality and the gustatory modality, the visual and aural modalities have the closest relationship with the discourse analysis (Zhu YS, 2007).

The interaction between normal people is multimodal (Gu YG, 2007). A good English movie covers the major factors in language learning such as pronunciation, intonation, rhythm, wording, thought, feeling, etc. While the learners appreciate English movies, they can get dual stimulation from the visual and auditory senses. In addition, it can help them better understand a wide range of knowledge, such as the significance of the film's theme, historical background, social connotation, mainstream values, plots and customs, natural and humanistic environment and so on through observing the characters' facial expressions, postures, gestures. By listening and imitating the idiomatic English expressions in the movies, the learners can internalize the English language in a subtle way in the process.

The purpose of language learning is to communicate, but communication is not only a linguistic phenomenon, but also a cultural, even a cross-cultural phenomenon. Language is a part of culture, and it plays an important role in culture. On the other hand, language is influenced by culture and reflects culture. It can be said that language reflects the characteristics of a nation, it not only contains the nation's historical and cultural background, but also contains its values, life style and way of thinking. Language is the carrier of culture, learning a foreign language is also to learn and adapt to a foreign culture (Liu RQ, 1999). Language learning is the process of cultural integration. Without rich cultural deposits, we can not express ourselves clearly and accurately, and without corresponding background knowledge, we will fall into embarrassing and unfavorable situations. Therefore, foreign language learning must be combined with cultural learning. Because China and Western countries have great differences in social system, ideology, way of thinking, cultural concepts, social customs, historical and cultural traditions and so on, these differences will certainly be embodied in the language. In order to overcome a series of problems caused by the differences, in the process of cultivating their practical ability of using English, English learners should grasp the knowledge about cultural background as much as possible so as to improve their cultural accomplishment, develop their abilities of linguistic applying and information communicating, and thus, promoting their ability of cross-cultural communication.

II. LITERATURE REVIEW

Halliday (1985) holds that in the specific social circumstances, people always use a variety of symbolic resources to complete the construction of meaning, and different semiotic resources constitute multimodality (Kress & Van Leeuwen, 2001). The so-called "modality", according to the Forceville's (2009) point of view, refers to "the semiotic system that

can be explained by the specific perceptive process” (p.22). It can be specifically divided into the following categories: image symbols, written symbols, verbal symbols, gestures, sound, smell, taste, touch (Forceville, 2009). LeVine and Scollon (2004) think that multimodality refers to a variety of modes used in communication, such as speech, color, taste, image, etc. Hu ZL (2007), Gu YG (2007), Zhang DL (2009) and Zhu YS (2008) and so on think that the use of more than two senses in the interaction constitutes multimodality. The theory of multimodal discourse analysis sprung up in 1990s. In 1996, the New London Group first advocated multimodality to be applied into language teaching process, that is, multiple semiotic modalities (such as language, images, music, Internet and the like) should be introduced into the teaching process, motivating students to participate in learning with their multiple senses, stimulating students’ memory and association, enhancing the cognitive effect. Helgesen (2003), Rost (2002) and Richards Schmidt (2002) and so on define listening as an active process of meaning construction, and the hearer does not just simply decode what he or she hears, but also will actively get the information from the signals that they see or hear and then “associates it with the knowledge they have” (Rubin, 1995, p.3-15). In China the research about multimodal discourse analysis began in 2003 (Li ZZ, 2003), many scholars have combed the origin of the research on multimodal in China and its research approaches and research fields (Li ZZ, Lu DY, 2012; Li HB, 2013; Dai SL, 2013; Feng DZ, 2014). Zhang Z (2013) thinks the cultivation of multiple ability of reading and writing should be stressed. Lv MJ and Mu WJ (2014) hold through their research that the multimodal teaching has a positive effect on college students’ ability of comprehension and recall of information in English reading, and it can also strength students’ ability of the construction of discourse meanings due to the rich input of information and the stimulus of different sensory organs.

Therefore, listening teaching is the first step in applying multimodality into teaching, and also is the breakthrough to achieve the target of multiliteracy (Li X, Li MY & Wang JZ, 2012).

English movies can fully motivate the comprehensive uses of learners’ multiple senses, improving their memory efficiency. In the process of watching English movies, learners’ senses of hearing and sight are fully mobilized, and the brain has been in a more excited state all the time, and in this way, the language, culture and other information in the movies will quite naturally be input into the learners’ brain. So, students can learn English with the perfect combination of the storylines, scenery and characters and under the condition of sound, images and manners in the movies, and practice oral English in the movies’ scenes, exert their subjective initiative, and the level of listening and speaking will be improved unconsciously.

III. THE CHARACTERISTICS AND FUNCTIONS OF ENGLISH VISUAL-AUDIO MATERIALS

A. *English Movies Can Stimulate Students Interest*

The affective filter hypothesis proposed by Krashen, linguistics educator, thinks that affective filtration is a fictional wall between learners and language input. When a learner’s learning motivation is not strong, he has little interest in learning, and when he is in anxious mood, affective filtration is in open state, which hinders the language from inputting (Krashen S, 2001). Based on this hypothesis, in the process of learning English, we should adopt lively learning ways to improve and stimulate students’ interest in learning, and create a relaxed atmosphere for learning. English movies integrate much information such as pictures, voice, plots and the like, and truly reflect life and cultural customs of the English-speaking countries, greatly stimulate the students’ interest in learning English. It can be said that English movies provide the learners a moving, changing, vivid and relaxing surroundings of studying English. As Hill (1991) thinks that the film is very attractive, and they stimulate one’s interest greatly, and make them produce a sense of participation in the learning process.

B. *It Is Helpful for Learners to Fully Understand the Cultural Background and Cultural Traditions of English-speaking Countries and to Cultivate the Learners’ Ability of cross Cultural Communication*

Learning a language does not only mean learning the language’s grammatical knowledge, developing language skills, but also mastering the rich culture of the language. C. Kramersch, professor at the University of California, has pointed out in his works: Mastering a language does not only mean learning the language itself. In the process of learning a language, cultural knowledge of the target language is not only important in the cultivation of communicative competence, but also is one of the requirements of education itself (Kramersch. C, 2001). The movie is a mirror, and it can reflect every respect of social life and culture of a country and a nation, expose some social problems in the reality. The customs, people’s life style and values of a country can be reflected in the story of a movie and actors’ lines. By appreciating English movies learners can be aware of the differences between Chinese and Western cultures, broaden their horizons, enrich their cultural knowledge, reduce prospective cultural conflicts arising in the process of communication.

C. *It Is Beneficial for Learners to Enhance the Ability of Flexible Expression and Accumulates the Vocabulary*

Language is a tool, and the purpose of learning a language is to use this tool to express our wishes and demands, achieve the purpose of communication. Vocabulary, as one of the three major elements of language, is the most basic component of language expression. In English learning, it is impossible to have strong skills of reading and communication without accumulation of a certain amount of vocabulary. A good English movies can cover the major elements such as the pronunciation, intonation, rhythm, wording, thoughts, feelings and so on. While the learners

appreciate English movies, they can get dual stimulation from the visual and auditory senses. By listening and imitating the standard English expressions in the movies, the learners can internalize the English language in a subtle way in the process.

The dialogues in English movies are very standard and very rich in content, and expressions of many classic sentences embody the very high wisdom and deep connotation of language, such as the line in the classic movie *Forrest Gump*, "My mama always said life is like a box of chocolates. You never know what you are gonna get". The purpose that we watch the movies is, on the one hand, to appreciate the storylines, and more important, is to carefully understand the skills of language expression through this way, learning to flexibly use the grammatical knowledge that we have mastered. Vocabulary is the foundation of language expression, and many English words have more than one meaning, while we usually memorize the common meanings, so we can acquire the other meanings of the words by watching English movies, and thus enriching our English vocabulary.

D. *Provide Idiomatic Spoken English and Authentic Contexts*

In the daily life, learners have little opportunities to contact English native speakers and realize their speech habits and lifestyle. And movies stem from life, the language and communicative scenes displayed in English movies are the same ones that English native speakers live in, making learners to have the feeling of being personally on the scenes. Vivid and lifelike lines, pictures and scenes make learners feel the standard English without going abroad. In this way, learners can acquire useful and standard English expressions in a very natural way, and apply them in the practical communication.

English movies display clear and standard pronunciation and life-based language, including some frequently used slang, idioms, etc. These lively and vivid lines with different styles provide authentic listening materials to learners. The characters in movies usually speak at a normal speed, which, on the one hand, makes learners adapt to and imitate standard English used in the authentic situations, so that they can put what they have learned into practice; on the other hand, which makes learners fully understand formation of constructions and reductions commonly used in spoken English and fall into the right habits of listening English, gradually familiar with American and British accents. Learners can contact the accents and registers of speech with pure pronunciation and normal speed of different people from English-speaking countries, thus, getting rid of the restriction of the "written language", which is helpful to the listening comprehension in the cognitive process.

IV. SELECTION OF VISUAL-AUDIO MATERIALS

A. *First of All, We Should Choose Films with Healthy Contents and Positive Themes*

The movies are the carrier of morality and culture, and they will have a subtle influence on learners' values and outlooks on the world. Therefore, we should choose the movies with positive themes, healthy and noble content. These movies are beneficial to improve the learners' language performance and increase their understanding of different cultures; to set up the correct morals and values and cultivate their thinking ability. For example, *Forrest Gump* makes us learn to be kind, honest, optimistic and working hard and other excellent virtues; *Lion King* provokes learners' to think about the issues on life and death; *The Pursuit of Happiness* makes people ponder over what the real happiness is; *Crash* makes people better understand American multicultural and so on.

B. *Choose the Movies with a Moderate Rate of Speech and Standard Pronunciation*

In the process of watching English movies, learners not only can cultivate their own sensitivity to English, correct their nonstandard and even wrong pronunciation, but also can improve their listening and speaking ability. The English movies with moderate rate of speech, standard pronunciation and beautiful melody not only provide visual and auditory enjoyment for English learners, but also an authentic language environment for them, as if they were personally in the movies. In this way, learners will acquire useful and idiomatic English expressions in a very natural state and apply them to the practical communication. "Learners will also easily experience the fun of learning English, and listen to the idiomatic spoken English in the process of appreciating English movies, therefore, learning effect will be much better" (Williams M& Burden R. L, 2000, p.50-51).

C. *Choose the English Movies with a Large Amount of Information and Being Close to Life*

The purpose that we watch English movies is very clear, that is to improve the skills of English listening and speaking through this way. Therefore, when we choose English movies, we should choose the ones with a large amount of information and rich conversation. The English movies with content close to life will provide a more authentic language environment for the learners, because the language close to life is the most useful to the learners and also is the most frequently used in the daily life. Watching this kind of movies will also help us to understand the customs, ways of thinking and communicative norms of English-speaking countries, and further understand the habits and skills of speaking English.

V. ACQUISITION PROCESS UNDER THE PERSPECTIVE OF THE MULTIMODAL THEORY

A. *Make Notes*

On the one hand, it is difficult to understand the dialogues in English movies; on the other hand, there are some good expressions appearing in the movies, especially some good dictums and sentences. When we watch the movies, we will have an impression of these expressions, but we will also forget them after a long time, which requires us to repeatedly watch and listen, write down some useful ways of expression, sentence structures and the scenes in which they are used while we watch the movies, and choose some classic extracts to practice so as to enhance understanding and memory and make ourselves use accurately the ways of expression we have learned. In this way, our ability of oral expression will be continuously improved. In this process, we should pay attention to intensive listening, and repeatedly read the key words which have been written down before and the classic lines of the characters until we can blurt them out, and use them repeatedly in the daily life. Only in this way can the sentence structures be transformed into our own knowledge.

B. *Learn the Cultures Contained in English Movies*

Language and culture are intimately tied together. It is impossible to learn a foreign language without learning its culture. Language is both the carrier and container of culture. One of the best ways to learn it is through watching English movies. Language in movies is from real life, it embodies and represents the cultural reality. The forms of language and social cultural contexts provided by a variety of movies' materials can cultivate learners' ability to recognize cultural differences, stimulate their motivation of the assimilation so as to make them combine knowledge and culture organically. In addition, the movie is a disseminator of culture. We cannot rely on using language to analyze thoroughly the development of storylines or the changes of relationship between characters, among which, there are too many aspects different from Chinese thinking ways. This requires us to learn the background knowledge about Western culture, and then analyze point by point on the basis of understanding, summarize unceasingly, and feel the differences of the values and thinking ways of China and Western countries with the heart. Only through the comprehensive understanding of Western history, culture and the like can language become the real communication, improving learners' intercultural communicative competence.

C. *Times of Watching English Movies*

If we want to promote English learning through watching English movies, it does not matter how many movies have been watched, but how much knowledge we have acquired. Therefore, in the first time, learners should watch an English movie without English subtitles so as to have a general understanding of the whole scene of the movie, grasp the outline and background of the story; in the second time, they should watch with English subtitles to realize which scene, content and words they don't understand; in the third time, they should watch with Chinese subtitles and think carefully about what they do not understand; in the fourth time, they should watch with English subtitles again and learn by heart the typical sentences and words and expressions with distinctive features, and then read and imitate them while watching on the basis of fully understanding the whole movie; in the fifth time, they should watch without subtitles. In the process of watching English movies, the learners should try to imitate the pronunciation and intonations of characters in the movies, through which they not only can practice their listening comprehension but also improve their oral English. If they have time or energy, they may watch the movie again in two days so as to achieve the effect of consolidation. During the whole process, the modal shift occurs namely, the shift from the input of the auditory modality to the motive modality and writing modality including visual nerves, vocal organs and limb motion can enhance learners' internalization of the knowledge they have learned, and help them to shift more input into in-take (Long YF & Zhao P, 2009).

VI. CONCLUSION

English movies are close to life and have rich content and authentic scenes, are a vivid reproduction of the cultural life of Western countries, valuable materials for language learning, can fully motivate learners' enthusiasm, improve their interest of learning, and can also encourage them to fully understand the customs and culture of Western countries, help them cross cultural barriers, keep in mind the language knowledge so as to improve the practical ability of speaking English. In the process of watching English movies, all the learners' senses including the senses of hearing, sight and touch and the like are motivated, exerting their subjective initiative. They can learn idiomatic English as if they were personally on the scene and experience the rich and colorful cultures from foreign countries. All this will have a great influence on the improvement of learners' linguistic application, especially the abilities of listening and speaking. Obviously, appreciation of English movies is a very effective means of learning English and can effectively improve English learning.

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Huaiyu Mu was born in Hohhot, the Inner Mongolia Autonomous Region, China in 1978. He received his MA degree in foreign linguistics and applied linguistics from Inner Mongolia University, China in 2002.

He is currently a lecturer in the Foreign Languages College, Inner Mongolia University, Hohhot, China. His research interests include translation studies and American literature.

Social Identity and Use of Taboo Words in Angry Mood: A Gender Study

Mohammad Hashamdar

Department of English Language Teaching, Karaj Branch, Islamic Azad University, Karaj, Iran

Fahimeh Rafi

Karaj Branch, Islamic Azad University, Karaj, Iran

Abstract—The aim of the present study was to investigate the relationship between social identity and the taboo words men and women use in order to express their anger. Moreover, this study went further and investigated the relationship between using taboo words in male and female participants who had a university degree and those who did not. In order to do the research, 20 female and 20 male adults, whose professions were similar in pairs, were randomly selected. The researcher recorded their voices when they were in an angry mood. After recording data, the researcher made a transcription of the first fifty words uttered by each participant. Then, the taboo words- words which were considered offensive or shocking and that were discouraged in public places - were calculated. Finally, the percentage of taboo words used by each participant was calculated and compared to that of the others. The findings of the study confirmed that the percentage of using taboo language by male characters, in different social identities, was much more than that of female characters. On the other hand, by dividing the participants into two groups of those who had a university degree, and those with no university degree, the researcher came to the conclusion that both male and female participants with a university degree used less taboo words than those without a university degree.

Index Terms—curse, gender, sex, social identity, swearing, taboo language

I. INTRODUCTION

One of the most important issues in sociolinguistics is the relationship between linguistic features, social roles and identities of the men and women who speak these languages. Gender difference in language learning and language use is an interesting subject for researchers to work on. Scholars have done variety of research to see if there are any differences between the way men and women learn or use language. And if there are such differences, what are the reasons for them? On the other hand, linguistic taboos also exist in most cultures and languages. Taboo words are usually culture-specific; and are generally avoided and considered inappropriate. Moreover, human beings normally live in a community. Human beings use language in order to communicate with each other, in other words, language is a particular system of human communication (Richards & Schmidt, 2010). People communicate with each other in communities or in social contexts. People use language in order to convey information, feelings, attitudes, or make a kind of identity in real world. But the most important fact is that all these factors are just meaningful in social life. Therefore, it seems interesting to study the relationship among language, society, social life, identity, gender, and also using taboo language.

A. *Language and Socialization*

“Language is understood as a part of the social system, language is a socialization process, and language is constrained by the Socialization process” (Fairclough, 1989, p.22). From this perspective, language functions within a social system and cannot be separated from the social functions that it creates (Bakhtin, 1981; Fairclough, 1989; Halliday, 1978; Lemke, 1995).

Language cannot exist outside the society, it can just have meaning when placed within its social context. In other words, language permeates social life. Thus, it is comprehensible that language cannot occur in isolation but can only happen within the social system. Spolsky (2010) believed that one of the most common ways to identify different people is by their languages, because languages are involved in socialization.

Halliday(1978) explained that “a social theory of language looks at language in terms of how it functions within a set of relational contexts. When people learn language they are learning not only the structural or linguistic system, but also how much meaning is relational to the social order and social situation” (p.18). Lemke (1995) and (2000) also considered language use as a behavior which is socially and culturally meaningful, that is, when people use language, they reveal their social and cultural stances within the social context. Therefore, we can clearly say that language is a vehicle for conveying social and cultural information.

B. *Language and Social Identity*

Kroskrity (2000) defined 'identity' as the linguistic construction of membership in one or more social context. 'Identities' are the characteristics, social relations and roles that define who one is. Wardhaugh & Fuller (2015) proposed when people speak, they use some words, expressions, grammatical structures, etc. that can transmit some information concerning their gender, age, social class, cultural status, socioeconomic status, background, and so on. Thus, the way we speak is related to the kind of person we are. Bradac (1990) and Giles & Street (1994) believed that listeners can easily infer speakers' characteristics from the language they use. On the other hand, Wardhaugh and Fuller (2015) also believed that identity is not something you have, it is something you do, and it is created in interactions. They also added that identities are fluid and there is not just one single identity but multiple levels of identity which emerge in different contexts. That is, "we may identify as similar to a person in one situation, and as different in another" (p. 73). In other words, "identities are not fixed attributes of people or groups but are dynamically constructed aspects which emerge through discourse and social behavior" (p. 7). Ochs (1993) also stated the same idea by saying that social identity and language behavior do not always fit each other. That is, people belonging to the same social identity hardly use the same linguistic structures at all. Ochs (1993) added that "speakers may shift their acts and stances many times and, in so doing, reconfigure the social identities of themselves and others over a brief period of time. Social identities evolve in the course of social interaction, transformed in response to the acts and stances of other interlocutors as well as to fluctuations in how a speaker decides to participate in the activity at hand" (p. 298). Baxter (2002) also believed that speakers' identities are not fixed, they are continually reconstructed and redefined through discourse; that is, they cannot exist outside of discourse. Bucholtz and Hall (2005) proposed that identity cannot be considered as the source but the outcome of linguistic practice. Bruner (1990) also suggested that the symbolic systems that individuals use in constructing meanings are deeply entrenched in culture and language.

Tajfel (1978) distinguished between two different types of identities which can be named as personal identities and group identities. When personal identities are the basis for an interaction, our behavior will be subject to more variability. But when the basis for an interaction is group identity, the way we behave and talk will tend to accentuate uniformity (cited in Meyerhoff, 2011).

Social identity relates to the way we try to identify ourselves in relation to others. Of course, social identities are not simply labels that we fill with our own intentions, but labels or images which are created by other group members (Wardhaugh and Fuller, 2015). Hogg and Vaughan (2002) also claimed that social identity is derived from one's perceived membership in social groups. Social identity can provide people with a sense of self-esteem and a framework for socializing, and it can influence their behavior. Ochs (1993) defined social identity "as a cover term for a range of social personae, including social statuses, roles, positions, relationships, and institutional and other relevant community identities one may attempt to claim or assign in the course of social life" (p.288).

C. *Language and Gender*

Wardhaugh and Fuller (2015) distinguished between sex and gender. They stated that sex categories are based on the biological distinction (male & female), while gender is culturally constructed, that is, gender talks about the cultural traits and behaviors seem to be appropriate for men and women by a particular society. Sex is a concrete, binary concept but gender is a continuum.

Trudgill (2000) believed that language is a social phenomenon which is related to social attitudes. Men and women are also socially different so they are expected to have different social roles and also different behavior patterns. On the other hand, these differences are reflected in the language they use, too. That is, the speech patterns used by men and women are completely different. Different scholars suggested variety of differences between men's and women's speech pattern. For example, Meyerhoff (2006) proposed that women use the standard language and also incoming variant more than men. On the other hand, Lakoff (2004) stated that women use more indirect requests and euphemisms, they use more polite words, and they try to avoid strong swear words. Moreover, Tannen (1992) proposed that difference in men's and women's speech pattern is a matter of what language means to them. For women, speech is a way of creating connection and solidarity; while for men, it is a way to preserve independence and maintain status in a hierarchical social order. Scholars have finally come to the conclusion that women's and men's speech patterns are syntactically, semantically, phonologically, and morphologically different.

D. *Gender and Taboo Language*

Richards & Schmidt (2010) and also Trudgill (2000) defined taboo language as words and expressions that are offensive or embarrassing and that are discouraged in public usage. Based on the preceding definition, insults, swearing, oaths, curses and the like are all considered as taboo words. Wardhaugh (1984) explained the idea more generally, "taboo is one way in which a society expresses its disapproval of certain kinds of behavior believed to be harmful to its members, either for supernatural reasons or because such behavior is held to violate a moral code" (p. 45).

Jay (1999) believed that men use more taboo words and offensive curse words than do women. Coates (2004) also supported the idea and added that "men and women use taboo language differently. In daily life, men tend to use more taboo words compared to women. The belief that women's language is more polite, more refined – in a word, more ladylike – is very widespread and has been current for many centuries" (p. 13). Gomm (1981) stated that both men and women use swear words more in the company of their own sex; but the usage drops dramatically in mixed-sex conversations. (cited in Coates, 2004).

Considering the aforementioned opinions and researches, there is no doubt that most men and women with different identities use taboo words. But the question that the researcher is going to answer, concerns the difference in frequency of taboo words used by male and female characters in different social identities and different educational level, when they are in an angry mood.

E. Research Questions

The questions which are posed in this study are as follows:

1. Is there any relationship between social identity and use of taboo words in female and male adult speakers, when they feel angry?
2. Is there any difference in frequency of taboo words used by female characters who have a university degree and those who do not, when they are in an angry mood?
3. Is there any difference in frequency of taboo words used by male characters who have a university degree and those who do not, when they are in an angry mood?

II. METHODOLOGY

A. Participants

In order to do the present research, 20 female adults and 20 male adults, whose professions were similar in pairs, were randomly selected. That is, there were, for example, two mechanical engineers, one a woman and the other a man. The participants were all within the age range of 20-45. Moreover, this research was done in Zanjan and the participants were all bilingual speakers who could speak Persian and Turkish fluently. The participants' occupations can be listed as follows:

primary school teacher, high school teacher, electrical engineer, university student at M.A. level, university instructor, taxi driver, dentist, specialist, nurse, shopkeeper, business person, cook, worker, architect, lawyer, designer, translator, hairdresser/barber, bank clerk.

As it is obvious, the researcher tried to select participants with variety of social identities in order to come to an accurate and precise conclusion about the relationship between males' and females' social identity and their use of taboo words when they feel angry.

B. Instruments

The researcher used her cell phone to record the participants' voices while they were speaking angrily in different occasions. There were no papers or questionnaires to be given to the participants. They were not even informed about the research or about recording their voices. Of course, the researcher was determined not to use or mention the participants' names for the sake of their privacy; so all through the procedure of the research these participants were named by numbers and letters. For example, participant number 1A was the female university instructor, and participant number 1B was the male university instructor. Letter A was considered for all the female participants, and letter B for the male participants. After collecting the recorded data, the researcher made a transcription of the sentences uttered. Then, the researcher counted the taboo words and calculated the percentage of using taboo words for each individual participant; and finally the results were compared.

C. Procedure

First, the researcher randomly selected 20 female and 20 male participants whose occupations or social identities were similar in pairs. Then, the researcher recorded participants' voices, when they were in an angry mood. After collecting the recorded data, the researcher made a transcription of the first fifty words used by each participant in order to be able to analyze and compare them in detail. Then, the taboo words used by each participant were calculated. Finally, the percentage of using taboo words for each participant was computed and compared to that of the others. The researcher was willing to see if there were any differences in the number of taboo words used by male and female characters in different social identity categories and different educational level, when they were in an angry mood.

III. RESULTS

After recording and transcribing the participants' voices, the taboo words used by each participant in the first fifty words they had uttered, were counted and noted down. It is necessary to be mentioned that the researcher followed Richards' & Schmidt's (2010) and also Trudgill's (2000) definition of taboo language in order to do the research. That is, all the words and expressions that were offensive or embarrassing and that were discouraged in public usage were considered as taboo language. Table 1. shows the results of the study in detail.

TABLE 1.
PERCENTAGE OF TABOO WORDS USED BY THE TWO GROUPS

PARTICIPANTS	PERCENTAGE OF TABOO WORDS	
	Female(A)	Male(B)
primary school teacher	12%	18%
high school teacher	8%	18%
electrical engineer	4%	10%
university students at M.A. level	28%	28%
Ph.D. candidate	12%	6%
university instructor	6%	8%
taxi driver	36%	30%
dentist	6%	10%
specialist	6%	8%
nurse	22%	36%
shopkeeper	22%	28%
business person	16%	30%
cook	28%	36%
worker	24%	55%
architect	8%	8%
lawyer	6%	8%
designer	8%	12%
translator	6%	10%
hairdresser/barber	14%	7%
bank clerk	4%	7%
AVERAGE	13.8%	18.65%

Table 1 reveals three different facts:

1. It confirms that both men and women in different social identities use taboo words when they are in an angry mood.
2. It also indicates that when men, in variety of social identity categories, get angry, they mostly use more taboo words than women (Female=13.8%; male= 18.65%).
3. By paying close attention to each social identity category, we come to the conclusion that in most cases (there are also a few exceptions) the male participant uses more taboo words than the female participant.

TABLE 2.
PERCENTAGE OF TABOO WORDS USED BY THE PARTICIPANTS WITH NO UNIVERSITY DEGREE

Participants with a university degree	FEMALE(A)	MALE(B)
primary school teacher	12%	18%
taxi driver	36%	30%
shopkeeper	22%	28%
business person	16%	30%
cook	28%	36%
worker	24%	55%
designer	8%	12%
hairdresser/barber	14%	7%
AVERAGE	20%	27%

TABLE 3.
PERCENTAGE OF TABOO WORDS USED BY THE PARTICIPANTS WITH A UNIVERSITY DEGREE

Participants with a university degree	FEMALE(A)	MALE(B)
high school teacher	8%	18%
electrical engineer	4%	10%
university students at M.A. level	28%	28%
Ph.D. candidate	12%	6%
university instructor	6%	8%
dentist	6%	10%
specialist	6%	8%
nurse	22%	36%
architect	8%	8%
lawyer	6%	8%
translator	6%	10%
bank clerk	4%	7%
AVERAGE	9.66%	13.03%

Tables 2 and 3 have made a distinction between using taboo language, in the participants (in angry mood) who had a university degree and those who did not. These two tables clearly show the following:

1. The male participants in both groups, while furious, use more taboo words than the female participants (Females: 20% & 9.66%; Males: 27% & 13.03%)
2. Comparing the female participants in both groups, we notice that the female participants who have a university degree use less taboo words than those with no university degree, even if they are in an angry mood (20% & 9.66%).

3. Comparing the male participants in both groups, we notice that the male participants who have a university degree use less taboo words than those with no university degree, even if they are in a furious mood (27% & 13.03%).

To sum up, the findings in this study confirms that both men and women use taboo language when they are in an angry mood. But, as it was expected, the percentage of using taboo language in male characters is much more than that of female characters. On the other hand, by dividing the participants into two groups of those who have a university degree, and those without a university degree, we come to the conclusion that both male and female participants with a university degree use less taboo words than those without a university degree.

IV. DISCUSSION

The current study was designed to investigate the relationship between social identity and use of taboo language, by male and female characters when they are angry. In other words, this study aimed at quantifying the use of taboo words by men and female when they are in an angry mood. By taboo language, the researcher means using insults, swearing words, derogatory words, curses, slangs, dirty words, and so on which are considered offensive or shocking and that were discouraged in public usage. The research questions, first focus on the relationship between social identity and number of taboo words used by male and female characters when they feel angry; second, focus on the quantitative difference between using taboo words by female characters who have a university degree and those who do not, when they are in an angry mood; and third, focus on the difference in frequency of taboo words used by male characters who have a university degree and those who do not, when they are angry. The findings of the study proved that, in an angry mood, men in different identities use more taboo words than women. Moreover, the findings clearly showed that male and female participants with a university degree use less taboo words than those with no university degree, even when they feel angry. Therefore, the results of this study prove a noticeable relationship between social identity and use of taboo words even in angry mood. Several studies have been conducted on the differences between using taboo language in male and female characters, but there are a few studies on the impact of education on using taboo words by angry people.

The result of the present study was consistent with Coates' research (2004) which showed that women use less taboo language than men do. Coates pointed out women are more polite, indirect and collaborative in conversation; on the other hand, men are more impolite, direct and competitive. The finding in this study was also in line with Spears' (1992) which proved that using taboo language is a specialty of men rather than women.

In accordance with the current study, Trudgill (1974) and Lakoff (1975) also claimed that women use more formal language and polite forms than men (cited in Stapleton, 2003). On the other hand, Stapleton (2003), Baroni and D'Urso (1984), Romanie (1984), Spender (1980), Crosby and Nyquist (1977), Lakoff (1973), Trudgill (1972), and Milward (1937) have also claimed that men use swearing words noticeably more than women; in other words, women concerns more about politeness than men.

The finding in this study is in contradiction to Risch's study (1987), on the use of taboo words by men and women, which provided counterevidence based on data obtained in the United States. De Klerk (1992) also did a research in South Africa and strongly supported Risch's findings and "challenged the assumption that women stick to standard speech" (De Klerk, 1992). De Klerk's study rejected the idea that males use more or taboo words than women.

V. CONCLUSION

The primary aim of this research was to investigate the relationship between social identity and use of taboo language by female and male characters, when they are in angry mood. First, two groups of male and female participants whose social identities were similar in pairs were randomly selected. Then, the researcher recorded participants' voices, when they were in an angry mood. After collecting the recorded data, the researcher made a transcription of the first fifty words used by each participant. Finally, the percentage of taboo words- words which were considered offensive or shocking and that were discouraged in public places - used by each participant was calculated and compared to that of the others. The findings of the study proved that men, in different social identity groups, use more taboo words than women. Moreover, both male and female participants with a university degree used less taboo words than those without a university degree. Therefore, the results of the study showed a clear relationship between social identity and use of taboo words.

Suggestions for Further Research

Further research can be done to answer some issues which could not be investigated in this study. First, the number of participants in this study was 40 altogether; other studies can be done with greater number of participants. Second, the age range of the participants in this study was 20-45; further studies can be done with children or teenagers. Third, this study was done in Zanzan; other studies can be done in other cities or even countries. Fourth, this study estimated the frequency of taboo words used by the participants; further studies can be done to work on different categories of taboo words, not just their frequencies.

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Mohammad Hashamdar is a PhD holder in teaching English as a foreign language and a faculty member of English teaching department at Islamic Azad University of Karaj, Karaj, Iran. His academic contribution to the field of language teaching has benefited many graduate and post graduate students.

Fahimeh Rafi is a Ph.D. candidate in teaching English as a foreign language at Islamic Azad university of Karaj, Iran. She is also a faculty member of English teaching department at Islamic Azad University of Zanjan, Iran.

On the Norm Memes in English Translation of Classics—A Case Study of the Translation of the Works by Jiangxi Native Literati in the Song Dynasty*

Yuying Li

Foreign Language College, Jiangxi Normal University, Nanchang, China

Wandi Hu

Foreign Language College, Jiangxi Normal University, Nanchang, China

Abstract—With the convening of the 19th NCCPC and at the call of “Building stronger cultural confidence and helping socialist culture to flourish.” the going global of Chinese cultural classics has gained increasing importance. Jiangxi Province is the birthplace of literati and scholars throughout the ages, especially in the Song Dynasty. Among the Eight Great Literati of the Tang and Song Dynasties three were JX natives. Therefore, the study on the English translation of the classic works by them would be of great academic and practical values as well as significance for popularization. Taking Chesterman’s Translation Memetics as the guidance and from the aspects of Expectancy Norms and Professional Norms, the study analyses and explores the translation strategies and skills of Chinese classic, in the hope to contribute the author’s pygmy to the translation and spread of traditional Chinese culture.

Index Terms—memetics, translation norms, Jiangxi native literati in the Song Dynasty, English translation of Chinese classics

I. INTRODUCTION

Jiangxi Native Literati as Ouyang Xiu, Yan Shu, Huang Tingjian, Zeng Gong, Wang Anshi, Zhu Xi and Wen Tianxiang, etc. in the Song Dynasty have made great achievements in various genres of literary creation, enormously promoting the flourishing of Chinese classical culture. However, the studies on the translation of their works have not drawn adequate heed from the academic circles. Translation Memetics, with the ideas of replicating and transmitting cultural factors, is consistent with the cultural transmitting notion in the studies on English translation of classics. Based on Toury’s Translation Norm Theory, Chesterman created norm memes, the core concept of his Translation Memetics, and divided it into expectancy norms and professional norms. Taking some works by Jiangxi Native Literati in the Song Dynasty as examples and from the two aspects of translation norm memes, through the comparison of the source texts and the target texts, the study arrives at a conclusion that it’s proper to adopt the thick translation as a main strategy combined with Chinese-type English and other translation skills as addition, omission, and compensation, etc. in the hope to improve the quality of translation, enhancing the awareness of cultural exportation, spreading excellent culture and reproducing lingering charm of Chinese classics by Jiangxi literati in the Song Dynasty.

II. TRANSLATION MEMETICS

Meme is a term created, on the basis of Darwinism, to depict the factor in cultural transmission, as the way gene in genetic inheritance. Later it was introduced into translation study by Chesterman in his work *Memes of Translation—The Spread of Ideas in Translation Theory*, formulating Translation Memetics, a new branch of theory in translation study. The monograph mainly deals with value memes, norm memes and strategy memes, among which norm memes are further divided into expectancy norms and professional norms, the former being “established by the expectations of readers of a translation (of a given type) concerning what a translation (of this type) should be like” (Chesterman, 1997, p64); the latter are subordinate to the former, controlled by expectancies and influenced by the existing norm-authorities and other strong memes. Professionals refer to the translators who are responsible for translation integrity, and who are concerned about whether the translation can satisfy the current expectancy memes or not.

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From the perspective of Translation Memetics, the foremost expectancy norms to be followed nowadays in the English translation of Chinese classics are that the translators wish to spread the Chinese traditional culture and the target readers are inquisitive about the magnificent civilization. According to such strong expectancy memes, the discussion about professional norms which guide the translating process should be from various angles, such as the translator's responsibility, informative communication, the relationship between the source text and the target text, etc.

III. APPLICATION OF NORM MEMES

“If a meme comes to dominate (for any reason: practical, political, cultural, aesthetic...), and competing memes fade, on course of development is that such a meme becomes regarded as a norm—whether imposed by an authority or simply accepted as such.” (Chesterman, 1997, p51) During the translating process, memes function as norms, retaining the feature of reproduction and dissemination while intervening in the relationship between the source texts and the translator, specifying translational action, keeping the quality of the translated version up to the expectancy of professionalism, so the expectancy norms and the professional norms come into being.

A. Expectancy Norms

“When translators do what is expected of them, they will be seen to have done well.” (Herman, 1991, p166) Therefore, as a product norm, the establishment and transmission of the befitting the expectancy norm memes may guide the translators to flexibly choose translation strategies and skills in terms of the acceptance and satisfaction of the expected readers.

1. Aesthetic Appeal

The immutability of the charm of the classics relies not only on its philosophy, literariness and delights in content, but also on the beauty of its linguistic features, such as those in Metrical Poetry and Yuefu Poems, which conforms to readers' various aesthetic tastes in language structure, rhythm, and so on. Therefore, in the course of classic translating, it's essential to consider how to reproduce the original form according to the needs of the author, the readers, the clients or other related people while delivering the original information.

Example 1:

ST: “深闺静几试笔墨，白头腕中百斛力。
荣荣枯枯皆本色，悬之高堂风动壁。”
(黄庭坚《姨母李夫人墨竹二首》其一)

TT: “At her quiet desk, deep in her chamber, exploring with brush and ink;
Her hair is white, but a hundred pounds of force move in her wrist.
Flourishing branches, withered twigs, each is as it is.
Hang it in a great hall; the wind would shake the walls!”

Analysis: Jiangxi Province is one of the main producing areas of black bamboo. Advocated by the artists Wen Tong and Su Shi, the Chinese ink and wash painting about black bamboo was in vogue. Then, many eminent artists emerged in the Song Dynasty, and Mrs. Li, Huang Tingjian's aunt, was one of them. The poem was created to eulogize her excellent drawings of black bamboo and unfold the cultural meanings of the plant—the spirits of grittiness and integrity. The ST is a quatrain with seven characters in each line, the first line being unrhymed, but the second and the fourth lines rhyming couplets. Because of the language differences, the TT cannot be translated with the same rhyming sounds as the original, so the translator takes information communication as the premier aim to translate the first three lines. But the last line is distributed into two parts with “悬之高堂” and “风动壁” being separated by a semicolon in terms of sense groups, presenting a logical relationship between the two parts; then, the translator replicates the aesthetic meme—phonology beauty of the original to translate the two short sentences into rhyming couplets by using language compensation to highlight the original poem's peculiarity in rhyme. From the above, the target version meets the expectations of the readers on the rhyme and rhythm of Chinese quatrains, and the auditory expectation meme are successfully spread.

Example 2:

ST: “喧喧杂虏方满眼，皎皎丹心欲语谁。
延寿尔能私好恶，令人不自保妍媸。
丹青有迹尚如此，何况无形论是非。
穷通岂不各有命，南北由来非尔为。”
(曾巩《明妃曲二首》其一)

TT: “Filling her eyes were none but clamorous caitiffs;
To whom could she talk about her heart of loyalty?
How could you, Yanshou, selfishly distort loveliness and repulsiveness,
So that beauty and ugliness could not be kept as they are?
Even a painting of the perceptible could be like this;
How can right and wrong be decided in their formlessness?
Frustration or success—isn't it in each person's lost?”

South or north—the difference is not just made for you.”

Analysis: The Song Dynasty is the prime of the economy and culture of Jiangxi; however, as the significant traffic stronghold and military fort, JX was politically fluctuated by the domestic strives and aggressions from the Liao Regime of Khitans, the Western Xia Regime of Tanguts and the Jin Regime of Jurchens. As there was a historic tale about Wang Zhaojun who was sent to marry the ruler of Huns, a minority nationality to make peace, Zeng Gong adapted the story into *Song of Brilliant Lady* to convey his vehement national consciousness. Therefore, transmitting the culture with Chinese characteristics is an important purpose of translating classics. As an extraordinary literary genre, Chinese poetry shows unique features of Chinese both in content and form. The original poem is a metrical poetry with seven characters in each line. Among the rigid standards in rhyme and language structure, it is prescribed that the second to eight lines should be matched in sound, meaning or structure. In this case, the Chinese characters “喧喧” and “皎皎” are matched both in sound and structure, “好恶” and “妍媸”, “有迹” and “无形”, as well as “穷通” and “南北” are all matched in meaning and structure. The 2, 4 and 6 lines are translated as questions, which can be clearly taken as antithesis. In addition, since the odd line “穷痛岂不各有命” is the last rhetorical question in the text, and while all the translated lines with questions are even ones, it is better to make the structure of the two sentences different with that of the previous. Hence, in TT, the phrase “strategy or success” and “south or north” are matched both in meaning and structure through the way which the original text works, but the translator adds dashes following the phrases to prominently show the form similarity to the Chinese poem. Furthermore, the 4 couplets of “question + declarative sentence” form a series of parallelism, which strengthen Zeng’s grief and indignation caused by the unrest of the Song Dynasty. On the whole, the translated version replicates the form meme of the source language, which satisfies the readers’ curiosity for the unique form of Chinese metrical poetry, and eventually, the visual expectation meme disseminates more widely.

2. Regional Cultural Characteristic

Cultural factors are one of the most important issues in cross-cultural activities, and how to handle culture-loaded words is the key point and the difficulty in English translation of classics. It’s a topic worthy of study to dig out the cultural connotation underlying the texts and to fluently express those deep meanings while avoiding the obstacles caused by cultural differences. The readers have the passion for knowing more about the excellent traditional culture in Chinese classics, and the translators themselves have an expectancy to choose proper translation methods in order to help their works win favorable feedbacks.

Example 3:

ST: “日自午以前是神，午以后是鬼。月自初三以后是神，十六以后是鬼。”

(黎靖德《朱子语类》)

TT: “In the day, forenoon is the positive spiritual force; afternoon is the negative spiritual force. In the month, from the third day onward is the positive spiritual force; after the sixteenth day, it is the negative spiritual force.”

Analysis: The ST is excerpted from *The Analects of Zhu Xi* which comprises the sayings in the form of answers & questions by *Zhu Xi and his disciples*. The example illustrates Zhu’s view of the images of “神” and “鬼”. The two in Chinese traditional culture are different with “god” and “ghost” in western culture in some cases, even though they are all supernatural species existing outside the external world. In the West, there are so many meanings leeching on to devil and god. For example, in Dante’s *The Divine Comedy*, the two are opposite. “Devil” refers to the image who is awkwardly ugly and wicked, and “god” is the master of the universe and incarnation of justice; however, in China, “神” and “鬼” derive from Taoism and Buddhism. The former stands for *Yang* (the male principle in Chinese philosophy), referring to the deities or spirits of myriad things which are active, light, and positive, and the latter stands for *Yin* (the female principle in Chinese philosophy), referring to the dissipated souls along with the dead. The original author Zhu Xi is an epitome of the study on Confucianism, so most of what he said and what he has done reflect Confucianism. As a significant integrant of Chinese traditional culture, Confucianism has a high position that cannot be toppled. Therefore, the translator replicates the Chinese Neo-Confucianism memes, translating “神” as “the positive spirit force” and “鬼” as “the negative spirit force”. Compared with “god” and “ghost/ devil”, the two translated phrases have wider meanings while keeping form beauty, so it is easier to rouse the readers’ interests in Confucianism. Above all, it’s admissible to translate the culture-loaded words by copying some strong cultural memes from the source language to the TT.

3. Context Effect

Interlinear gloss is a special kind of annotation placed between the original text and its translation which helps readers realize the relationship between the source text and the translated version, and understand the context better.

Example 4:

ST: “或为渡江楫，慷慨吞胡羯。”

(文天祥《正气歌》)

TT: ‘huo` wei` du` jiang- ji`, kang- kai` tun- hu` jie`.

Or it is the oar during the River crossing—the fervency swallows up the barbarians.

Oar during the River crossing: this refers to the 313 C. E. event when Zu[^] Ti` 祖逖 crossed the Yangtze River (Yangtze Jiang or Chang Jiang) leading his men north to recover territory lost to the Xiong Nu barbarians: halfway across Zu Ti struck the water with an oar and said: “If I, Zu Ti, cannot clear the Central Plains and restore sustenance to

the people, then let me be like this big river! (祖述不能清中原而复济者, 有如大江!)” He succeeded in recapturing all land south of the Yellow River and in holding that land against the Xiong Nu up to his death in 321 C. E.”

Analysis: In the translated version, Chinese phonetic alphabets are notated between the source text and the target text, such as “huo` Wei` du` Jiang- Ji`, kang- kai` tun- Hu` Jie”. The special annotation is beneficial to the comparison of the TT and the ST. Such interlinear gloss is favorable for readers to understand the form of Chinese ancient poetry—five characters in each line. What’s more, the translator adopts overt translation and annotated the literary quotation “oar during the River crossing” (“渡江楫”) below the translated text without destroying the fluency of the TT. At the same time, the note about the story of Zu Ti is a worthy supplement to associate his virtue with Wen Tianxiang’s spirit of integrity, which is more conducive for readers to comprehend the creation of *The Song of the Spirit of Righteousness* by Wen when he was in prison and appreciate the lofty moral courage as well as the strong patriotic spirit of ancient Chinese. Thus, it follows that interlinear gloss not only meets the readers’ need for realizing the original structure but also fulfils their expectations for local culture in certain context, deepening the readers’ comprehension of the original text.

B. Professional Norms

Compared with expectancy norm, professional norm regulates the translating process. According to Chesterman, it can be divided into three subsets—the accountability norm, the communication norm and the relation norm.

1. Accountability Norm

The target text is required to satisfy the needs of integrity and fidelity from the clients of the task, readers and so on. Hence, a professional translator has the responsibility to do his/her translation projects attentively.

Example 5:

ST: “忆昨九日访君时, 正见阶前两丛菊。

爱之欲绕行百匝, 庭下不能容我足。

折花却坐时嗅之, 已醉还家手犹馥。

今朝我复到君家, 两菊阶前犹对束。”

(欧阳修《会饮圣俞家有作兼呈原父景仁圣从》)

TT: “I remember recently when I visited you on the festival of the ninth,
We happened to see before the terrace two bushes of chrysanthemums.
I loved them, and wished to circle them at least a hundred times,
But beneath your hall there wasn’t even room to place my feet.
Plucking a flower, I withdrew to my seat, sniffing it now and then,
Inebriated I returned home, my hands still sweetly scented.
This morning, once again, I pay a visit to your house,
The two chrysanthemums before the terrace still oppose their clumps.”

Analysis: Through depicting the picture of drinking and enjoying the flourishing chrysanthemums on the Double Ninth Festival with his friend Mei Yaochen, Ouyang Xiu expresses his melancholy about fleeting hours and senility by chrysanthemum, a Chinese traditional image, and shows their peacefulness to aging and indifference to fame and wealth by drinking with old friends. In accordance with the differences between Chinese in parataxis and English in hypotaxis, the translator adds the words “I”, “we”, “you” and “my” to clarify the relationship between the object and the subject, which makes the ownership more clearly. In addition, the method of translating “九日” into “the festival of the ninth” by refication is beneficial for the readers’ interpretation in that “the ninth day” here refers in particular to a Chinese traditional festival. Besides, the retention of the image “chrysanthemum” enables the readers to comprehend the spirit of steadfastness, immaculacy, the profound friendship and other cultural connotations often used in ancient Chinese poetry. The translation reflects the advantages of the replication of professional norm memes, completely disseminating the original ideas, and making the Chinese traditional image with sufficient meanings embraced by target readers.

2. Communication Norm

One of the important purposes of translation is communication, that is to say that the translator also plays the role of a communication expert who is responsible for communicating with the original author, the ST, clients, readers and himself/herself.

Example 6:

ST: “所谓教之之道何也? 古者天子诸侯, 自国至于乡党皆有学, 博置教道之官而严其选。朝廷礼乐、刑政之事, 皆在于学, 学士所观而习者, 皆先王之法言德行治天下之意, 其材亦可以为天下国家之用。苟不可以为天下国家之用, 则不教也。苟可以为天下国家之用者, 则无法在于学。此教之之道也。

...

所谓取之之道者, 何也? 先王之取人也, 必于乡党, 必于痒序, 使众人推其所谓贤能, 书之以告于上而察之。诚贤能也, 然后随其德之大小、才之高下而官使之。所谓察之者, 非专用耳目之聪明, 而私听于一人之口也。欲审知其德, 问以行; 欲审知其才, 问以言。得其言行, 则试之以事。所谓察之者, 试之以事是也。虽尧之用舜, 亦不过如此而已, 又况其下乎? 若夫九州之大, 四海之远, 万官亿丑之贱, 所须士大夫之才则众矣, 有天

下者，又不可以一二自察之也，又不可以偏属于一人，而使之于一日二日之间考试其行能而进退之也。盖吾已能察其才行之大者，以为大官矣，因使之取其类以持久试之，而考其能者以告于上，而后以爵命、禄秩予之而已。此取之之道也。”

.....

(王安石《上仁宗皇帝言事书》，即《万言书》)

TT: “**Instruction:** in order to better prepare candidates for government offices, there should be a system of local and national schools with qualified teachers and a practical curriculum. While the current system of civil service examination should continue, it should test the candidates’ specialized preparation for performing specific tasks in government (instead of reciting classics and writing essays). Furthermore, both civil administration and military training should be emphasized, as the purpose is to prepare competent personnel to properly manage the affairs of the state.

Recruitment: The recruitment of civil servants should be done in a decentralized manner with nominations solicited from throughout the country for decision by the throne. Candidates should be evaluated on their basis of their character, knowledge and ability to perform by means of their words and deeds over a probationary period by more experienced officials. Successful ones would be appointed and be entrusted with the task of recruiting another generation of officials.”

Analysis: “Communication is, after all, a sharing.” (Chesterman, 2012, p69). Therefore, according to the communication expectations of the target readers, the translator summarizes the main idea of the original by reducing the length of the text while the original sentence structures as antithesis, parallelism and rhetorical question are all neglected. In this letter to the Emperor Renzong of the Song Dynasty, Wang Anshi proposed his ideas on social reform, for instance, he persisted in observing strict rules for talents cultivation, and the original text reflects the thoughts. The first paragraph of the translation is a generalization of the Chinese passage with the omission of “天子诸侯”，“朝廷礼乐” and other culture-loaded words, which means that excellent teachers and improved facilities should be disposed to train talents for the country. With the help of the translation, it’s easier for the readers to avoid comprehension problems caused by cultural differences. In the second paragraph of the ST, the 5 to 7 sentences are taken as the gist of the TT with the reduction of Chinese ancient government positions like “士大夫” and the posthumous titles of the emperor like “尧” and “舜”，etc., as well as the examples supported to his ideas, so the length of the TT is shortened for realizing the main points of the letter quickly. Such translation is proper for the readers who are interested in Chinese ancient public management, where there is the embracement of the translation, there is the transmission of the credible communication memes.

3. Relation Norm

This norm concerns more about linguistic relationship between the original text and the translated text. For the English translation of Chinese classics, “equivalence” is too narrow a concept, it is just one of the relationships. “It is up to the translator to decide what kind of relation is appropriate in any given case.” (Chesterman, 2012, p69)

Example 7:

ST: “然未发之前不可寻觅，已发之后不容安排。但平日庄敬涵养之功至，而无人欲之私以乱之。则其未发也，镜明水止；而其发也，无不中节矣。”

(朱熹《中庸章句集注》)

TT: “However, the state before the feelings are aroused cannot be sought and the state after they are aroused permits no manipulation. So long as in one’s daily life the effort at seriousness and cultivation is fully extended and there are no selfish human desires to disturb it, then before the feelings are aroused it will be as clear as a mirror and as calm as still water, and the feelings are aroused it will attain due measure and degree without exception.”

Analysis: Compared with the professional norm memes mentioned above, the relation norm can be affected by the translator’s thoughts with little hindrance. In other words, the relationship between the ST and the TT can be set as form similarity, style similarity, etc. by translators themselves on the basis of the rules both the accountability norm and the communication norm regulated. In the Song Dynasty, the Neo-Confucianism became the mainstream culture. Owing to the introduction and diffusion of Confucian culture to Nanchang (the provincial capital of JX) by Tantai Mieming (a Confucius disciple) when he visited the south, JX’s local culture has grown to prosperity. Afterwards, Zhu Xi’s Neo-Confucianism has greatly flourished JX’s Confucian culture. In the ST, the phrase “镜明” and the verses “以铜为镜，可以正衣冠，以史为镜，可以知兴替，以人为镜，可以明得失。” from *The Old Book of Tang · Legend of Wei Zheng* (旧唐书 魏徵传) are intertextual. Moreover, the phrase “水止” and the sentence “公独何人，心如止水” by the poet Bai Juyi in the Tang Dynasty are intertextual, too. The two phrases embody a tranquil and peaceful mind through the metaphor. In order to introduce those figurative meanings, the TT retains them and changes the two Chinese n. + adj. phrases “镜明” and “水止” into an English compound sentence with the subject “it” and the conjunction “and”，successfully keeping a relationship of semantic similarity with the ST.

IV. CONCLUSION

Each of the expectancy norm meme and the professional norm meme has its own focus though the rules of the two overlapping in some aspects. The professional norms are controlled by the expectancy norms, so the translator should

replicate and transmit the appropriate professional norm memes by various translation methods so as to meet the expectations of readers, clients, and even the translator himself/herself, etc. However, these norms are changeable, so it's necessary to breathe new life into the English translation of Chinese classics, an important mission to disseminate brilliant Chinese traditional culture by presenting and spreading more acceptable norm memes.

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Yuying Li was born in Jiangxi, China in 1964. She is currently a professor and master's supervisor in Jiangxi Normal University. Her research interests include theory and practice in English-China translation. Professor Li has hosted and finished a good dozen research projects at provincial level, published over 50 academic papers on translating and English language teaching and two sets of textbooks as well as some translations.

Wandi Hu was born in Jiangxi, China in 1993. She is a postgraduate student in the Foreign Language College of Jiangxi Normal University in China. Her research interests include theory and practice in English-China translation. She has published academic papers respectively entitled *On Practical Translation from the Perspective of Memetics: A Case Study of the Chinese Translation of Convict Conditioning* and *On Domestication of Short Story: A Case Study of Zhang Jinghao's English Translation of Selected Short Stories of O. Henry*, etc.

Disillusionment of Caulfield's Self-salvation in *The Catcher in the Rye*

He Wei

Sichuan University of Arts and Science, Dazhou, China

Abstract—Holden Caulfield, hero of *The Catcher in the rye*, caught in spiritual crisis before getting into adult world. After leaving his boarding school, he chooses to wander in New York City, tries to find someone to be connected in order to save him from alienation and depression. However, the modern science expels “God”, declaring the death of “Men”, together with the disappearance of Free Will. Therefore, no matter how hard Caulfield want to escape his fate, he can not find a place in his society. Then he turns to ideal innocent children world, wishing to be their protector, only to find that he can not prevent the growth of live. Watching his sister Phoebe and other children in the carrousel, Caulfield finally realizes that growing is inevitable, and nobody has the ability to stop the passage of life.

Index Terms—The Cather in the Rye, absurdity, fate, free will, salvation

I. INTRODUCTION

Caulfield in *the Catcher in the Rye* feels alienated and depressed before entering into adult world. After being kicking out of his school, he chooses to wander in New York City, from place to place with a mission of find someone to be connected—to be his savior. However, the development of modern science declared the death of “God”, thus is the disappearance of free will. So no matter how hard Caulfield tries, he still cannot escape his fate.

II. THE DEATH OF MEN

In Greek Mythology, Sisyphus was a king punished in Tartarus by Zeus. Sisyphus or Sisyphos was the king of Ephyra. He was punished for his self-aggrandizing craftiness and deceitfulness by being forced to roll an immense boulder up a hill only for it to roll down when they near the top, repeating this action for eternity. (<http://en.wikipedia.org/wiki/Sisyphus>) Sisyphus was a common subject for ancient writers, and appeared in their works. Sisyphus was elevated to the status of an absurd hero by Albert Camus, a French absurdist, in an essay entitled *The Myth of Sisyphus*. After that, *The Myth of Sisyphus* became the representation of meaningless life for its fruitless repetition, thereafter our ancestor kept asking what was the meaning of their lives?

Back to primitive period of human history, they were strongly aware of their inferior position in the universe for their inability of controlling everything around. In the process of figuring out the mysteries of the world, they attributed those to different gods in their imagination. They showed their reverence to gods in charge of different powers. They crawled under the foot of those gods, hoping to have their power one day, which can partly explain the appearance of legends of different kind of heroes, the offspring of gods and ordinary people. They did not spare any magnificent words to speak highly of hero's incredible adventures, like Prometheus who steal fire from heaven to earth. In that period, people had deep faith in gods' almighty ability. Crucially, they believed whenever they got into trouble, there would be hero saving them from troubles.

However, with the development of society and especially the advancement of modern science, human beings found themselves not as humble as they thought to be. They were thrilled with the miracles they had achieved, which motivated them to unfetter themselves from the spiritual burden to enjoy the happiness on earth as much as possible. They learned to appreciate themselves, such as their beautiful bodies, which were tremendously promoted by the essence of the Renaissance ideals of Humanism. During this movement, human beings knew that they were not the humble creatures of God and were entitled to enjoy the things on earth. Many writers at that time spared no efforts to praise the beauty of human beings, which made humans discontent with their humbleness, so they even elevated themselves to the side of God.

Science replaced God as the source of human beings' strength to conquer the whole world, however, they gradually found the once-powerful science explain many problems in their lives. But without the once-spiritual support (God who was exiled by modern science and especially the doctrine of Darwinism), human beings felt themselves rootless and alienated. And the belief in heroes evaporated with the disappearance of God. In late 19th century, Nietzsche even proclaimed God is dead. What's more, the idea of “the death of men” was demonstrated in French literature in the 20th century, and there is no hero to whom human beings can attach their hope any more. The John Christopher by Romain Rolland became the last hero lingering in their mind. They can not help questioning all the things around them which led them to feel suspicious of even the meaning of their existence, as Camus(1955) once said in *The Myth of Sisyphus*,

“In a universe that is suddenly deprived of illusions and of light, man feels a stranger. His is an irremediable exile... This divorce between man and his life, the actor and his setting, truly constitutes the feeling of Absurdity” (p. 102).

The feeling of absurdity towards not only themselves and even the existence of the whole universe is perfectly demonstrated by the plays in the theater of the absurd, “Cut off from his religion, metaphysical, and transcendental roots, man is lost; all his actions become senseless, absurd, useless” (M. H. Abrams, 2004, p.1). The plays by the Absurd Theater exposes the true living condition to the public,

“The whole human beings get into the world to suffer all in the world, though they did not know why they needed to, but no one could avoid his destiny whether it was meaningful or meaningless. There was no one can tell them why should they live in this universe, and how long need they suffer for all of those. Two world wars had destroyed the myth that human beings were always on the way of eternity, advancement and prosperity, which forced them to accept that they did not as powerful as they imagined to be, and they began to reconsider their living condition on the whole universe.” (Francis A. Schaeffer, C. Everett Koop MD, 1979, p. 124-125)

Samuel Beckett is a master in depicting this feeling. In his masterpiece *Waiting for Godot*, he presents the irrationalism, helplessness and absurdity of life by applying illogical plots and unusual stage methods. *Waiting for Godot* just shows dialogues between two tramps in a waster place, fruitlessly but hopelessly waiting for one mysterious person, Godot--a person who may come or not. There is no explanation of why they must wait for Godot, and even they don't know who Godot is or why they need to wait for him. Actually this play is a representation of the common living condition of the westerners in general, and Godot in the play somewhat signifies “God” whose existence is beyond their ken. These two tramps represent the feeling that all human beings are experiencing. Alienated in this cold universe, they do not know the meaning of their existence and can not help asking whether there is anything one can do.

Human beings find themselves in a dilemma, clearly aware of the absurdity of their existence and the unpredictability of their future. However, with nothing do and nowhere to go, the only thing they can do is to wait in this cold universe.

III. UNDERGOING SYMBOLIC DEATH

Free will is the ability to choose between different possible courses of action unimpeded (Hegeler, Edward C., 1910. p. 369). This raises the question whether, and in what sense, rational agents exercise control over human being's actions, decisions, and choices. Indeed, whether human beings have free will or not is a hotly-discussed topic for many centuries.

Ancient Greeks were always in pursuit of explaining different natural phenomenon in the universe, in other words, how to understand the appearance of haps and mishaps in their lives? And there was one thing that caught their attention-- “fate.” They believed that fatal sisters decided the occurrence of all things in their lives, which evolved into the doctrine of Determinism. However, they were also wondering the possibility of the coexistence of free will and determinism. Though they knew their lives were under the control their fate, they still hoped to make some choices freely. Sophocles, one great Greek dramatist, explored this question in his masterpiece *Oedipus the King*, which began with a prophecy from god that Oedipus's father refused to accept. He chose to abandon his own son in order to escape from his doomed fate, however, no matter how hard he tried to escape, the history went as the prophet said. The same happened to Oedipus, the new king. He refused to listen to god, but tried to use his own strength and wisdom to solve all the problems. He didn't send anyone to hear the oracle from Apollo, but tries to find the truth by himself: “After a painful search I found one cure” (Sophocles, 2007, p 80). When Tiresias, the prophet, refused to tell the truth, he cursed on prophet and even gods:

Did you rise to the crisis? Not a word,
you and your birds, your gods-nothing.
No, but I came by, Oedipus the ignorant,
I stopped the Sphinx! With no help from the birds,
the flight of my own intelligence hit the mark (Sophocles, 2007, p 449-453).

At the very end, Oedipus knew he could do nothing to change his doomed fate. No matter how he chose to deal with his life, there was no choice at all. The heroes in this play were just like the pawns on a chessboard -- no matter what they do to escape their destinies, they failed. Sophocles questioned the existence of free will by *Oedipus the King*, for everything would go as the determined course no matter what kind of choice you made.

When going to the Middle Ages, most people believed in Christianity, and firmly believed that their lives were determined by God. What they needed to do was to suffer all the pain passively. The church, the substitute of God, took control of every aspect of people's lives, which in fact left no possibility of free will. And the life perspective went to its extreme in the literary movement. Naturalism at the early part of the 20th century in America maintained human beings were under the total control of heritage and environment, because no matter how hard one tried to control his life, at the very end he would find his efforts turn out to be meaningless. In their eyes, human beings were just like a feather in the wind, drifting to a place who will never know. There seemed to be many choices available, but actually all things would go as the determined one, and one's different choices were just confined to a determined circle.

Caulfield, the hero in *The Cather of the Rye*, suffering from a series of spiritual crisis before entering the adult world. The he decides to change, stepping into a journey in New York City, from place to place, with a hope to find his savior. However, characters Caulfield encounters in the novel fail as saviors or teachers or role models, which only exacerbates

his disconnection both from them and from his own inner self (Erica Lawrence, 2001, 54). Thus, failed to find a place in society, he turns back to ideal innocent children's world, and wishes to be the protector of the children in the field of rye where he can make up the regulations to protect them from suffering his fate. In his mind, it is the best for the children. But do children really want the protection that Caulfield is eager to provide?

Phoebe, his eleven-year-old sister, is not naive. She is intelligence and shrewd when it comes to the ways of the world (Erica Lawrence, 2001, 56). She can dance like adult, prefers "grown-up" movies like *The 39 Steps*, dreams of herself as a writer, speaks as an adult, and it is also her who give Caulfield consolation when he wondered in New York City. She shows her concern after knowing his being kicked out of school. Crucially, it is also she who forces Caulfield to confront his inability of facing reality: "You don't like anything that's happening" (Salinger, 2008, p.398). Phoebe's words lead Caulfield to take a serious attitude towards the question of what is the thing he likes, instead of just being obsessed with the love of innocence and the hatred of the phoniness in the real world. Actually, Caulfield is eager to communicate with others all the time, so he keeps on searching for someone to talk with. But no matter in school or on his way, there is no one who can really understand him. And this time it is also Phoebe, his little sister, who makes him to see the desire in his mind--the catcher in the rye. However, it is also Phoebe who makes Caulfield see how impractical his dream is, for salvation maybe is not the thing that children want. From Phoebe's remarks on the "The Doctor" event, her attitude towards the danger of life is revealed clearly:

He feels sorry for it, the doctor. That's why he sticks this blanket over her face and everything and makes her suffocate. Then they make him go to jail for life imprisonment, but his child that he stuck the blanket over its head comes to visit him all the time and thanks him for what he did. He was a mercy killer. Only, he knows he deserves to go to jail because a doctor isn't supposed to take things away from God (Salinger, 2008, p.391).

Different from Caulfield's efforts of looking for protection, Phoebe has the courage to confront the dangers in her life. Although she thinks the child will thank the doctor for ending his pain, at the same time she feels more than happy for sending him to jail as the punishment of taking God's position for ending one's life. Life is full of suffering and sometimes it is painful, but no human savior can be accepted because no one has the right to play the role of God. A child like Phoebe is willing to accept the dangers in their life, which is proved further from her action of correcting Caulfield's understanding of Burns's poem,

You know that song 'if a body catch a body comin' through the rye'? I'd like --"

"It's 'If a body meet a body coming through the rye'!" old Phoebe said. "It's poem by Robert Burns."

"I know it's a poem by Robert Burns."

She was right, though. It is "If a body meet a body coming through the rye." I didn't know it then, though (Salinger, 2008, p. 409).

For the conversation above, it is obviously that Phoebe shows her view of life by correcting Caulfield's understanding of this poem. Emphasizing the word "meet" not "catch" shows Phoebe's attitude towards her life--everyone meets each other as equals in the field of rye instead of someone being saved by another, who obviously refers to the human savior. Through this, it is also Phoebe who brings Caulfield out of this ideal world to meet the real world and see his misunderstanding of the real world, because the innocents are not in the situation as he thinks. The protection he is so eager to provide turns out to be unnecessary to them, which leads to Caulfield's conclusion that his idea of being the catcher in the rye is something crazy, though it is the only thing he wants to do.

In addition, during Caulfield's wandering in New York City, he sees many children skating in Central Park and walking on the street without adults' guidance. Though it seems dangerous in his eyes, they enjoy their life to a great extent. The strong belief of being the children's savior begins to collapses into pieces. He is totally at a loss and does not know where he belongs. He finds those children are out of his understanding, whom he once thought knew very well.

IV. UNDERGOING TREMENDOUS SPIRITUAL CRISIS

After suffering a series of disillusionment--the first of searching a savior to guide him into the adult world, and next being the children's protector in the world created by him-- Caulfield is strongly aware of his alienation from the world. At the beginning of chapter 25, Caulfield is nearly at the brim of nervous breakdown, feeling surrounded by ugliness and phoniness, like the profanity on the walls of the museum and schools and the vulgar Christmas-tree delivery men. Especially after the contact with Mr. Antolini, who makes him clearly realize his state of being lonely and alienated in the universe. He can not find a place he belongs to. When wandering in the streets of New York, he even prays to Allie to make him disappear as the ducks, because Mr. Antolini makes Caulfield realize his disconnection with his environment. The real children's world or the ahead adult world are different from his ideal world. Realizing there is no shelter he could find from this real world anymore, the only thing for him is to escape from this suffocating environment. The only choice is the place far away from modern civilization--the west, the place in which their ancestors once found peace and support. He decides to escape New York to west, imaging living like his ancestor.

The vast west, far away from modern civilization, is a place Caulfield's ancestors could turn to for strength and help when feeling depressed, because in their eyes it is Mother Nature who can take care of them. This tradition can be traced back to the first settlers on this new continent. With the hope of getting away from the political prosecution at home, they got to this land by Mayflower in 1661. They were warmly welcomed by the native Indians who helped them

to get settled in this vast land. In the following year, they got a harvest and survived in this land. This new land turned out to be their dream land in which they put all their passion and efforts. With the belief on this new land, they gained the confidence to build their new home. Like the New Adam; they spared no efforts to work hard. This high spirit was recorded in Walt Whitman's *Leaves of Grass*. Although later they met many problems in the process of development, even suffered the disillusionment of the dream of the Garden of Eden, there was always a place they could escape from for consolation, recovering from their suffering and gaining the strength to move on--the vast west.

Natty Bumppo in James Cooper's *Letherstocking Tales* is a typical guy who gets bored with the white civilized world, and then decides to head into the west inhabited by native Indians. Natty gets the chance to connect with the Mother Nature and enjoys the life free from the burden of modern society. More importantly, he nurtures a deep brotherhood with the Indians, from whom he learns to live in a natural way. Finally, he decides to stay in the forest to get close to Mother Nature. Henry David Thoreau is another typical guy looking for a new lifestyle by living alone in nature, outside the limits of institutional roles and of social norms and manners. Nature is always the source of their strength when they feel weak, sad and depressed.

Consequently, the vast remote west became the last shelter in Caulfield's mind. It is a place where he can get away from that phony world where he has no way but to adapt himself to the accepted standards of that society. Feeling alienated from society, Caulfield decides to go to west for a new life which echoes with their ancestors' belief in "mother nature"--the west can take care of you in a way that no one can. He asks Sally if she feels disgust of the city and its phonies: "You know something," he tells her, "You're probably the only reason I am in New York right now, or anywhere. If you weren't around, I'd probably be someplace way the hell off. In the woods or some goddam place" (Salinger, 2008, p.357). But Sally cannot really understand the desire in Caulfield's mind: "You can't just do something like that, in the first place, we're both practically children. We'll have oodles of time to do those things--all those things. I mean, after you go to college and all" (Salinger, 2008,p.358). Without experiencing what Caulfield has undergone, Sally cannot know how desperately Caulfield wants to find a place to begin his new life. She just gives a negative response to Caulfield's passionate suggestion.

However, the west is no longer the one in Caulfield's imagination. In the process of westward movement, the government encouraged the new immigrants to explore this new land as further as possible. Many of them went to explore their new home there with all of their passion, which was depicted in Willar Cather's *My Antonia*. The industrious settlers put forward their frontier further and further with the hope of a better life; they used their wisdom to change the environment for their need. Meanwhile, the once quiet and remote west was influenced by modern civilization, losing its once appearance.

Meanwhile, just as Phoebe makes Caulfield realize how impractical his dream of being the catcher is, it is also Phoebe who makes him stay in the real world. In fact there is nowhere he could go to live as he expects, and the real life is the thing he needs to face with whether he likes it or not. Just as Caulfield once used the hunting hat to protect himself from the rain for a while, but at last he can not escape being soaked:

I got pretty soaking wet, especially my neck and my pants. My hunting hat really gave me quite a lot of protection, in a way, but I got soaked anyway. I didn't care, though. I felt so damn happy all of a sudden, the way old Phoebe kept going around and around. I was damn near bawling. I felt so damn happy, if you want to know the truth. I don't know the truth. I do not know why. It was just that she looked so damn nice, the way she kept going around and around, in her blue coat and all. God, I wish you could've been there. (Salinger, 2008, p. 444).

Phoebe, together with other children's courage to confront their lives, enlightens Caulfield to go through his life in a different way. Nowhere can he get the ideal world, and nothing in the real world can protect him forever, neither him nor other children. As an ordinary human being in the world, what they can do is to try to deal with his life as bravely as he can. The sight of seeing many children grab for the golden ring exposes one thing to Caulfield that he can not deny--although life might be better if there was a catcher in the rye, no one can be the human savior for everyone, just equals in the real world. Moreover, while the children are willing to accept the dangers in their life at the risk of falling, during this process they also enjoy the happiness of life.

V. CONCLUSION

Feeling disconnected with people around and alienated from his society, Caulfield wants to be saved, however, his effort of looking for a savior failed. Then Caulfield wants to be other children's protector -- the catcher in the rye, only to find Phobe and other children do not need his protection. He gets out of his obsession with being the children's protector when watching Phoebe ride the carousel. The carousel reminds him of the Museum of Natural History, both of which stand for something unchangeable, always there in the same condition. The thing that changes is the person who goes to that place. The carousel stays the same while the children who ride it continue to grow older. This scene enlightens Caulfield that the thing from which he seeks consolation is temporary, and amounts to self-deception. Caulfield gradually comes to term with one reality--all the children must meet the problem of "falling," willing or unwilling, out of innocence and into adulthood. Caulfield does not have the ability to prevent them from doing it or to save them from it, just like no one can save him from becoming an adult.

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He Wei was born in Sichuan, China in 1982. She received her master degree in Literature from Sichuan University, China in 2010. She is currently a lecturer in School of Foreign Department, Sichuan University of Arts and Science, Sichuan, China. Her research interests include English and American Literature.

A Comparative Study of Adlerian Masculine Protest in Jonathan Franzen's *The Corrections* and *Freedom*: Individuality despite Similarity

Maryam Rostami
Islamic Azad University Tehran Central Branch, Iran

Razieh Eslamieh
Islamic Azad University Parand Branch, Iran

Abstract—This article is studying some of the characters in *The Corrections* (2001) and *Freedom* (2010) by Jonathan Franzen (1959) in the light of Alfred W. Adler's (1870-1937) concept of *masculine protest*. Adler has introduced different aspects of *masculine protest* some of which are found in the studied novels. This article intends to find the characters who suffer from *masculine protest* because of the fact that this concept is one of the elements that demonstrates people's *inferiority* and *superiority complex* which are the causes of *neurosis*. On the next level, the differences between the studied novels based on the studied concept will be mentioned, and finally the link between this concept with *post feminism* and Freud's theories will be briefly discussed.

Index Terms—complex, individual psychology, inferiority complex, masculine protest, neurotic, superiority complex

I. AN OVERVIEW OF ADLERIAN PSYCHOANALYTIC THEORY OF MASCULINE PROTEST

Adler is the founder of Adlerian psychology, which is called *Individual Psychology*. In fact, "Adler's theory is a holistic psychology that focuses on the goals and purposes of human behavior" (Rieken, 2014/2015, p.35). Therefore, *Individual Psychology* believes in evolution. It means that all individuals strive for *perfection*. And all of them move from minus situation to a plus one (Adler, 1938, p.37). Alfred Adler is called the "father of inferiority and superiority complex" (Adler, 1956, p.256). He strongly believes that there is always a relationship between these two notions. And also, he introduces *superiority feeling* the root of *inferiority feeling* (Adler, 1997, p.39, 40, 43). Moreover, he posits that the *feeling of inferiority* exists in human being in general and this is a natural and a normal feeling (Adler, 1956, p.117). This feeling becomes complex when it permeates the whole life of the individual. In such a case it is more than a complex, in fact it is a disease (Adler, 2013, p.74). Regarding this issue Adler asserts:

When the feeling of inferiority is intensified to the degree that the child fears he will never be able to compensate for his weakness, the danger arises that in his striving for compensation he will be satisfied not with a simple restoration of the balance of power; he will demand an over-compensation, will seek an overbalance of the scales! (Adler, 1946, p.75)

When the individual feels weak and there is no hope for overcoming his weakness, he will seek for 'over-compensating' the weakness he has. "The striving for power and dominance may become so exaggerated and intensified that it must be called pathological" (ibid). By way of explanation, throughout early childhood the individuals construct some rules about the world to overcome feelings of inferiority. Alfred Adler posits that individuals overcome the feeling of inferiority through compensatory mechanisms which are designed to enhance self-esteem (Highland and Dabney, 2009, p.112-113). To fulfill this goal, they move exaggeratedly towards their 'exaggerated goal of dominance.' And they have the desire to conquer everyone at any price (Adler, 1946, p.75).

Adler has coined various methods for detecting *inferiority* and *superiority complex* like *birth order*, *organ inferiority*, *pampered children*, *neglected children*, *masculine protest*, and *social interest*. Due to limitations of space, this research paper will merely analyze the concept of *masculine protest*.

Adler believes that many *neurotic* people demonstrate physical and psychological traits of the opposite sex which are regarded as *organ inferiority*. Children come down with this problem because of several reasons. First their weaker physical conditions make them more dependent on other people (Oberst and Stewart, 2012, p. 8). Sometimes men demonstrate feminine behavior like shyness and submissiveness; on the other hand women adapt masculine roles (Adler, 1956, p.47). Regarding the point, it is said that:

These situations can make male children feel less manly because, as Adler pointed out, society generally identifies strength, power, aggression, and even health, as being manly, whereas weakness, illness, powerlessness, or inhibition of aggression are considered as typically female traits. (Oberst and Stewart, 2012, p.8)

Therefore, in one kind of *masculine protest* a boy in his childhood might consider himself less masculine than he needs to be. As the result of this feeling "the boy moves sometimes in the feminine and sometimes in the masculine

direction" (ibid: 9). So, *masculine protest* can be a compensation for 'feeling unmanly'. In fact, the words masculine and feminine are metaphors for being weak and strong (Adler, 1956, p.45). Adler's classification of power is "inferior =below = feminine versus powerful = above = masculine" (ibid).

The next cause of inferiority is the different treatments that family and society has towards the girls and the boys. Girls are treated as though they cannot accomplish anything and boys are over-valued. Most "girls grow up always hesitating" and believe that only men are able to accomplish everything (Adler, 2013, p.45). A boy is always treated better and owns a better situation in the society because of being a male, compare to a girl child (Adler, 1946, p.126).

Every neurosis woman wishes to become a man (Adler, 1956, p.49). By wishing to be a man the patient demonstrates her wish to change from a woman to a man or wants to hide his unmanliness (ibid: 250). As if this kind of woman says: "No I shall not subordinate myself; I shall not be a woman" (Adler, 1945, p.129). They have the wish of not being a woman and of being a man (ibid: 111). However, this tendency reveals itself in various forms.

In general two types of women can be distinguished who fight against the *feminine role*. The first type is the girl who is raised in an active, masculine way (Adler, 1946, p.134). These are energetic and ambitious girls who endeavor to 'surpass' their brothers and all the males. They do male sports and activities. These girls avoid love and marriage. Even if they enter such a relation, they will attempt to be the superior and the dominant one. Also, she attempts to prove that "she has never developed a talent for domesticity" (ibid). In some cases she "appears as a passion to play the part of a man and can lead to Lesbian love" which is a sign of *superiority complex* based on the *inferiority complex* (Adler, 1938, 1956, p.64 and p.425). In this respect "this is the type that seeks to compensate for the evil of the masculine attitude with a masculine reason." She escapes to be looked at as a woman. She is in fact 'the "Mannish" woman' (Adler, 1946, p.134).

The second type is a "woman who goes through life with an attitude of resignation, who exhibits an almost unbelievable degree of adjustment, obedience, and humbleness" (ibid: 35). She demonstrates an entity who can adjust with every situation, and also she shows 'a high degree of clumsiness and helplessness' as if she can accomplish nothing. Most of these kinds of women 'produce nervous symptoms.' This element will help them to get other's attention (ibid). This type of woman does not fight against the 'womanly role' but she always hurts herself by the thought of being an inferior entity. And she always has the role of a subordinate person in life. Surprisingly enough, "she is fully convinced of the inferiority of women, just as she is convinced that man only is called upon to do the worth-while things in life. As a consequence, she approves his privileged position" on the other hand, she shows her weaknesses and demands additional help and support for it. And also for revenge she shifts "her marital responsibilities upon her husband" (ibid: 36).

The other kinds of *masculine protest* address men. In one type men's guiding fiction is that "I want to be a real man" (Adler, 1956, p.108). To be more exact, when a boy grows older his masculinity becomes his duty. He has to be ambitious; he has to have the 'desire for power and superiority.' They always have to measure their 'masculine traits' (Adler, 1946, p.127). This becomes the goal of the neurotic and also the outcome for compensating the underlying feeling of inferiority which is equated with femininity (Adler, 1956, 250).

These days in the division of labor, personal power is very important. As a result the importance of man is emphasized intensively. In fact, men are the privileged group and they are granted certain advantages. Males possess all these things as the result of 'their dominance over women in the division of labor.' It is understandable that men strive to dominate women constantly and also women are not satisfied with this domination. Little boys start behaving like a man from the time that they want to 'guarantee their superiority everywhere.' And later in life the father is the symbol of power in the families (Adler, 1946, p.122-124). However, "It is very difficult to make it clear to a child that a mother who is engaged in household duties is as valuable as a father" (ibid: 125).

Adler asserts: "Since every human being is measured according to the standard of the privileged male, it is no wonder that one always holds this standard before a boy" (ibid: 128). Finally he asks himself that whether he is acting like a complete man and he is "'fully a man.'" Masculine feeling is a kind of self-love that gives the individual the feeling of 'superiority and dominance over others.' And they try to harden themselves against the "'feminine" tendencies.' As a result, there is a combat over personal superiority because it is a sign of masculinity and it shows that you dominant the others (ibid). As a result there are several women who desire to be men. These girls act like boys. They play the same games and do the same activities. They play with boys more than with girls. They regard womanish activities as cheap activities and avoid doing them (ibid: 128-129).

In this respect, in this article, Alfred, Enid, Gary, Chip and Denise from *The Corrections* (2001) and Patty, Walter from *Freedom* (2010) will be studied in the light of Adler's theory of *masculine protest* in the aim of realizing whether they are suffering from *inferiority complex* and *superiority complex*.

II. MASCULINE PROTEST IN THE CORRECTIONS

A. *Masculine Protest in Alfred and the Symptoms of Neurotics*

Alfred has always wanted to be a 'real man.' From the beginning of the story up to the end of it his attempts for being a 'real man' is observed vividly. He reveals this desire throughout different actions such as being a dictator at home, being workaholic and not listening to anybody.

In many parts of the novel he is depicted as a really disciplined man. Alfred Adler (1870-1937) believes that "Active striving, whether of boys or girls, the pursuit of gratification, the stirring up of drives and passions are the *masculine protest* that is added to the equation" (2003, p.87). In other words, Alfred is seeking 'gratification.' He wants to be seen and known as the 'real man,' the best man. For instance, when Alfred faces a train problem at work which is impossible to solve, everyone asks him to take it easy, but:

The phrase seemed to Alfred an eastern blight, a fitting epitaph for a once great state, Ohio, that parasitic Teamsters had sucked nearly dry, Nobody in St. Jude would dare tell *him* to take it easy. On the high prairie where he'd grown up, a person who took it easy wasn't much of a man. (Franzen, 2001, p.245)

Instead of liking this situation he gets offended because he regards this phrase as an insult. He believes that a 'real man' should never take anything easy, otherwise he is not a 'real man.' To prove the state of being a 'real man' he becomes workaholic: "you might even say flaunted it, by standing no handedly on high narrow ledges, and working ten and twelve hours without a break, and cataloguing an eastern railroad's effeminacies" (ibid: 146). He works long hours without any help and any breaks in the aim of demonstrating his power. It is obvious that he wants to gain the approval of "no man was more of a man" (ibid) than he was. Furthermore, he loves his job because "when he'd given an order, it was carried out, Mr. Lambert, right away, sir" (ibid: 68). This gives him a good feeling that he is a 'real man' who gives commands and the others have to obey.

Moreover, the concept of man and woman is very important to him. In "'Repression" and "Masculine Protest:" Their Roles and Meaning for the Neurotic Dynamic," (1911) Adler declares that "I have never encountered a male neurotic who did not in some form make the point, and also tried to prove, that women are inferior" (2003, p.64). In other words, it can be concluded that Adler believes *masculine protest* reveals itself when the concept of man and woman comes to mind as man is powerful and woman is weak. This demonstrates that the individual is suffering from *masculine protest* and s/he is a *neurotic* character. Regarding this issue, since Alfred believes that some activities are *mannish* and women are not capable of doing them he is suffering from *masculine protest*. He believes in what Arthur Schopenhauer (1788-1860) argues about men and women which is: "The people who make money are men, not women; and from this it follows that women are neither justified in having unconditional possession of it, nor fit persons to be entrusted with its administration" (Franzen, 2001, p.280). That is why Alfred, Enid's husband, thinks Enid is not capable of making good decisions, so he does not let her interfere with financial matters. In fact, he is a stubborn man. He never listens to anybody. He never consults with anybody for making the important decisions in life. For instance, about the patent he has decided what to do with it without paying attention to what his wife and son say. When Gary wants him to listen to him he says: "I don't give a damn what you and your mother think" (ibid: 152). It is not the first time that Alfred does not listen to anybody. He has decided to be a man since a long time ago. He has decided to be disciplined and have the power of refusing (ibid: 147) to show the state of being a 'real man.'

Even at the end of the novel Alfred is still a disciplined person although he is old (ibid: 130). He is disabled and he has serious physical problem, yet "He refuses to accept that he shouldn't be carrying things on the stairs" (ibid: 63). He does not like to accept the fact that he is weak because he regards being weak as not being a 'real man' anymore. Therefore, at the certain stage of his life when he is sick and weak, his fight over showing himself as a strong person is observed. As an example, sitting on the sofa is so hard for him but to sound powerful he says: "I don't understand this furniture" (ibid: 64) while he is "struggling to sit up and sound Powerful" (ibid) and he adds: "Is this meant to be a sofa?" (ibid). In this situation, his daughter, Denise, helps him in looking big and suggests: "You can put your legs up and be a French philosophe. You can talk about Schopenhauer" (ibid). In fact, Denise attempts to help her father to feel as important as a French philosopher which symbolizes being powerful. Another example is when he is in the hospital and he tells Chip "Tell your mother not to worry about the mess down there. I'll take care of all that" (ibid: 557). Even when he is hospitalized and he can barely move he tries to sound powerful and wants to help his wife as a 'real man.' In general, Alfred endures several hard situations to preserve his idea that he is a 'real man.'

B. *Masculine Protest in Enid and the Symptoms of Neurotics*

Enid has accepted her role as a woman. She has accepted that she is weak and she is nobody. However, before marrying Alfred she used to be a very independent girl. She could handle a lot of tasks.

Enid had a gift for math, and so she not only washed sheets and cleaned toilets and served meals but also handled numbers for her mother. By the time she'd finished high school and the war had ended, she was keeping all the house's books, billing the boarders, and figuring the taxes. (Franzen, 2001, p.268)

Before her marriage she did not underestimate herself. She was an independent girl who could manage earning, spending and saving money besides her duties as a girl for the housework. But after getting married to Alfred who believed that women are not capable of doing many tasks which are *mannish*, Enid changed. After marriage, she regards herself as a person who even does not have the right to get angry. For instance, after 11 days of suddenly being disappeared now Alfred is back and Enid is in the "laundry room with butterflies in her stomach—whether, from lust or from fear of Al's rage or from fear that she might become enraged herself she didn't know" (ibid: 250). She has the right to become angry because Alfred suddenly vanished for a long time when she was pregnant, but she tries not to because deep down she does not give herself the right to become angry as a woman. She likes to and in fact she has to be an *obedient* wife to be looked at as a good wife.

Moreover, it is observable that she enjoys showing herself powerless and nothing. Adler calls this action of Enid as "the awareness of one's natural inadequacy" (2003, p.87) which is a sign of her *masculine protest*. Regarding this issue, Enid says: "I don't know where my children got their talents. But not from me. I'm a nothing as a cook. A big nothing. (How strangely good it felt to say this! It was like putting scalding water on a poison-ivy rash)" (Franzen, 2001, P.99). In fact, she has accepted that she is a woman and she has no power and that this way Alfred likes her better. "There was something almost tasty and almost sexy in letting the annoying boy be punished by her husband" (ibid: 263). There is nothing more enjoyable for such a woman than being silent and letting the husband do whatever he wants. In Adler's words, she "shows tendencies of being submissive" (2003, p.2). It demonstrates that she has changed to an *obedient* and a subordinate woman.

Also, she has always shown herself *obedient* and subordinate that her son Gary wants to run her life and her daughter, Denise does not listen to her at all and she "obeyed Enid in nothing" (ibid: 126). They do not think that she is as important as the father which is a proof of Adler's word that being a woman in the society equals being weak and being a man means being strong and powerful.

C. *Masculine Protest in Denis and the Symptoms of Neurotics*

Denise is the *youngest* child and is born in a family with the presence of three men. Her father, Alfred, considers women as weak creatures; therefore, he tries to nurture Denise in a way not to have womanish weak points. In fact, like Adler's case Denise has "been educated to undervalue the female role" (2006, p.42) and try to be a man to be powerful. Her father tells her:

"You'll find that some of the men take coffee breaks," Alfred told Denise in the pink of the rising sun, as they drove downtown on her first morning. "I want you to know they're not paid to take coffee breaks. I expect you not to take coffee breaks yourself. The railroad is doing us a favor by hiring you, and it's paying you to work eight hours. I want you to remember that. If you apply yourself with the same energy you brought to your schoolwork and your trumpet-playing, you'll be remembered as a great worker." (Franzen, 2001, p.354)

Alfred who is suffering from *Masculine Protest* is her mentor. When summer finishes Alfred on the way home tells her that:

You made a deep impression on those men. You opened their eyes to the kind of work a girl can do. I didn't tell you this before, but I had the feeling the men were dubious about getting a girl for the summer. I think they expected a lot of chattering and not much substance." She was glad of her father's admiration. (ibid: 377)

In fact, Denise enjoys the complements she receives from her dad. Based on these facts Denise attempts to be as strong as a man and even stronger than a man. Her rivals are mostly strong men. There is no satisfaction for her in competing with girls that is why she chooses trumpet at high-school. There are twelve boys in the band (ibid: 354) with whom she can compete. She keeps working without any breaks even in her adulthood. One of the reasons that she falls in love with cooking is "the crazy hours, the intensity of the work" (ibid: 378). She can work exactly like Alfred, her father, without any breaks. She can do this and deny being weak like a woman. She wants to feel that she is a super strong man.

This desire affects her life in some ways. One of the consequences that she has faced is that she has *mannish* sexual preferences. Adler has mentioned in "Psychological Attitude of Women Toward Sex" (1926), that 'lesbian love' is one of the consequences of the woman's tendency to have *mannish* behavior (2004, p.117). In the beginning it shows itself at college where she does not pay attention to guys and as the result "She acquired a rep as an ice queen and possible Lesbian" (Franzen, 2001, p.378). In fact, she divorces her husband because of discovering this tendency and she starts living with another lesbian woman named Becky but "Everything about Becky Hemerling sickened Denise—her C.I.A. education (Denise was an autodidact snob), her over familiarity with more senior cooks (especially with Denise)" (ibid: 381). Because of this their love life is full of fights (ibid: 382) because they both are after power, both love to play the part of a man who is successful and none of them like to play the role of a *submissive* woman that is why "the lust for combat was never gone for long" (ibid). Finally, because of the mentioned reason they separate.

The other consequence that is previously pointed out is competing with men but by the passage of time its form has changed. "She had a thing for a straight woman who was married to a man whom she herself might have liked to marry" (ibid: 409). She knows that this is not right but she has this desire for both of them. She loves to construct a love relation with both of them. She wants to win the husband and prove that she is better than his wife, and on the other hand, she likes to have the wife and defeat the man and prove that she is stronger than the man. In fact, she loves the feeling of power that is transmitted to her by winning each of them separately.

She loves being first at everything. She is always competing with everyone everywhere. 'Excelling' and being more powerful than a man are important to her which reveals her *masculine protest*. In turn, her *masculine protest* is the evidence of her *inferiority complex* because of being a woman and her *superiority complex* because of the false feeling of being more powerful than a man.

D. *Masculine Protest in Gary and Chip and the Symptoms of Neurotics*

Both Gary and Chip suffer from *Masculine Protest*; however, the types are different. Gary knows that he is a man he just intends to show himself as a 'real' one. On the other hand, Chip feels like a woman in some situations, the feeling which reveals his *Masculine Protest*.

Gary endeavors to be seen as a 'real man' through ruling others' lives and denying the fact that he is mentally depressed. In fact, he feels weak and he attempts to conceal this weakness through demonstrating himself as a strong person.

Thus, grounded on a false premise that results in false values, but richly fed by our social environment, there develops in the child a psychological hermaphroditism that is "dialectically" supported by internal contradictions and from which develops a dynamic, the baffling urge toward a strengthened masculine protest, as a solution to the existing disharmony. (Adler, 2003, p.3 87)

Through leading other's lives and giving order Gary attempts to hide his weakness and have a better feeling about himself. One of the traces of his *Masculine protest* is seen when he insists on ruling Enid and Alfred's life. Denise asks him the reason why he tries to run their mother's life and Gary answers, "I think you'll see [...] that the situation is out of hand. I think you'll see that it's about time somebody stepped in and ran her life" (Franzen, 2001, p.491). He treats his mom like a baby and tells her "No, Mother, sorry, you're not going anywhere. [...] We're going to sit here and have our little talk right now" (ibid: 544). He even interferes with the patent that Alfred is going to accept. "You're not telling me you're going to take that offer. [...] Because that's not even an option. Dad. That's not even on the menu" (ibid: 151). He regards himself as a 'real man' who can lead his parents to the correct way. He does not regard them as adults who can make good decisions. Moreover, he is a 'real man' who is worried about everything and everyone. He is worried about his sister Denise:

Her career seemed to him an evil spell under the influence of which she worked sixteen-hour days and had no social life. Gary was afraid—he claimed, as her oldest brother, the right to be afraid—that by the time Denise awakened from this spell she would be too old to start a family. (ibid: 207)

He is a 'real man' who is responsible for everyone. He wants to have this position in his relation with his wife and children too, but his illness is his weakness. He intends to hide it but suddenly he realizes that his wife has told the children about it. "Did you tell the boys that I'm depressed" (ibid: 202)? He becomes angry that he is not considered as a 'real man' at home that is why he decides to work longer. In the office nobody knows anything about his weakness; therefore, he can manage the clerks and be a 'real man' whose commands are taken.

Gary's forty hours at the bank had become the only hours he could count on enjoying in a week. He'd even begun to toy with the idea of working a fifty - hour week; but this was easier said than done, because at the end of his eight hour day there was often literally no work left on his desk (ibid: 194).

He likes to be somewhere that he is the ruler there. In fact, he has "placed himself under Caroline's thumb" (ibid: 502) at home and she is the ruler of their house. Therefore, to escape this situation he spends more time where he is considered powerful and healthy.

However, Chip, Gary's younger brother, faces *Masculine Protest* in another way. First of all, he feels 'unmanly' when he does not have enough money. Adler in one of his articles entitled "Psychological Hermaphroditism in Life and in the Neurosis" (1910) reveals some characteristics of the situation that somebody may feel weak which is the feeling that Chip has experienced.

To the child, the renunciation of manliness seems synonymous with femininity thus creating a wide range of original childish value judgments, according to which every form of unbridled aggression, activity, ability, power, courage, freedom, wealth, assault, and sadism is seen as manly; all inhibitions and shortcomings (also cowardice, obedience, poverty, etc.) can be regarded as feminine. (2003, p. 2)

When Chip is in Nightmare center and he has no money to buy the salmon he needs he has the feeling of being weak and womanish. When he has stolen the salmon, he faces some people whom he is not ready to visit. At this point of life that he has no money and he has committed a crime, he is in a situation that he regards himself as a really weak person. So, when they see him and they are about to have a conversation, he thinks "There seemed to be no ways but girly ways for Chip to hold his grocery basket" (Franzen, 2001, p.95).

Furthermore, in his relationship with Gitanas he regards himself in a lower position. He supposes himself like a needy woman who is supported by Gitanas.

Everywhere the two men went, people asked if they were brothers, but the truth was that Chip felt less like a sibling of Gitanas than like his girlfriend. He felt much like Julia: perpetually feted, lavishly treated, and almost wholly dependent on Gitanas for favors and guidance and basic necessities. (ibid: 441)

However, Chip is not an independent person that is why in the situations that he is not capable of acting strongly and independently, he observes his weaknesses. In this respect, he sees himself as a weak creature who either is acting weakly like a woman or is supported like a woman. As the result of this feeling he feels *inferior* and he is suffering from *masculine protest*.

III. MASCULINE PROTEST IN FREEDOM

A. *Masculine Protest in Patty and the Symptoms of Neurotics*

Patty all through her life intends to protect herself. The growth of such a tendency has its roots in the time that she was raped and the facts that first, she could not defend herself and second, she was not protected by her family (Franzen, 2010, p.11-15). In this respect, she demonstrates two different types of *masculine protest* in her life. In the beginning, it seems that Patty has developed a *masculine protest* to be a *mannish woman* throughout doing a *mannish* activity which

is doing sports in order to avoid her weaknesses as a woman and be able to protect herself against men. However, in a period of time she is illustrated as a *submissive* woman who has accepted her inability in accomplishing things and therefore needs to be protected by others like her friend Eliza and her husband Walter.

Sperry in *Alfred Adler Revisited* reveals his view point about sportswomen. According to Sperry it is believed that "sports have made the American girl approach closer to the masculine type" (McKay, 2012, p.189). Regarding this issue Patty "had received one of the first women's full scholarships to play basketball at Minnesota" (Franzen, 2010, p.2). As the symbol of *masculine protest*, she does not play in an ordinary team, but "she had made second team in all America" (ibid) and played in one of the best teams. The other strategy that she has taken to fight with her *inferiority feeling* as a woman is surrounding herself with athletic female athletes. All of them are *mannish* women athletes and this way she has insured herself that she is protected against men. In other words, she has not only tried to be *mannish* and powerful, but she also has gotten help from a lot of other powerful women to make sure that she is powerful and no man can ever harm her.

But after a while she alters her way of protecting herself and reveals some signs of being *submissive* and *obedient* which according to Adler is a trace for *masculine protest* (Adler, 1946, p.35) and also in his view point *feminine obedience* is considered as a *feminine role* (Adler, 2003, p.86) which is looked upon in a negative point in the society. When she gets familiar with Eliza the gradual shift in the form of her *masculine protest* is observed. Eliza sets some rules that Patty should obey "but something was wrong with her judgment and she instead felt excited to have such an intense best friend" (Franzen, 2010, p.11). Patty supposes that somebody is protecting her that is why she loves to be *submissive* to Eliza. But this is just a bridge for the alteration of the shape of *masculine protest*. After marrying Walter, she chooses not to work. She merely devotes herself to raising the children and being a house wife (ibid: 39, 92). Walter "threw himself into renovating the house and defending her against her family" (ibid: 40) and Patty accepts that. She gradually turns into a person who has neither any skills nor productivity. In other words, she submits to her *feminine* and *womanly role* (Adler, 1946, p.36) which means being weak and unimportant and does not want to accomplish anything in life.

The next case that Patty's low opinion of herself is pointed out is when Walter states that he has made a big mistake in letting her not having a job. He has found that the source of her feeling of worthlessness is that she has never had a real career. Surprisingly, when Walter suggests finding a job she does that but not for her own benefit but for Walter's 'sake' (ibid: 92). In fact, she is not *defiant* she is just being *obedient* to Walter's demand for having a job. As she wants Walter to win in his competition with Richard, she finds a job immediately for helping her husband. Her *womanly role* makes her firstly obey what Walter demands and secondly, consider his success in life not her own needs and desires. In fact, she has no desires, as if she does not exist.

Hence, in the beginning Patty is seen as a *mannish woman*. She develops this characteristic to protect herself. In other words, she wants to be as powerful as a man. But after a while, she enjoys being protected by Walter and submits to her weak and passive role as a woman and develops a *submissive* characteristic. Finally, she forgets herself, all that is important is the man, Walter, and the accomplishment of his desire and Patty *obediently* does what is necessary for fulfilling that.

B. Masculine Protest in Walter and the Symptoms of Neurotics

Since Walter has always been ridiculed by his father and two brothers he has always done various kinds of work including housework to attract the attention of his father (Franzen, 2010, p.124). Based on doing *feminine* tasks, as Adler asserts that the people who suffer from *masculine protest* are "filled with doubt regarding their manliness" (2003, p.2), he doubts his manhood too. Therefore, to overcome this feeling he *strives for superiority*. As the result, he grows the desires to be a 'real man' which Adler has defined as a characteristic of *masculine protest* (Adler, 1956, p.108).

Based on the fact that he is a person who is *neglected* and ridiculed by his father and brothers, he commences performing several actions in the aim of being known as a 'real man' and a savior. Adler asserts "Such children want to possess everything, eat everything, hear, see, and know everything. They seek to excel everyone else and carry out every task by themselves. Their fantasies play with exalted ideas: They seek to save others, see themselves as heroes," (2003, p.85) and all of them are true about Walter. To be a 'real man', a protector and a controller he struggles a lot during his life time. As an instance, when he marries Patty, "he threw himself into renovating the house and defending her against her family (Franzen, 2010, p.40). Walter commences to protect Patty. And he accepts the role of a 'real man' who defends his wife. For a while, he gains the feeling he wants but then everything changes. His wife and son do not listen to him any more (ibid: 6-7) and Walter "Instead of dragging Joey home by the hair and making him behave himself, instead of knocking Patty over the head with a rock and making her behave herself, he disappeared into his work" (ibid: 7). Walter instead of trying to reason with both of them, he just leaves them alone because they give him the feeling that he is not able to handle the situation something that a 'real man' can do. However, throughout working a lot and doing something very important for the nature and the world he gains the feeling of being important, big and beneficial. He supposes that he is doing something that merely a very powerful man is capable of doing.

It is essential to mention that Walter does not merely endeavor to preserve and protect Patty, his family and the nature, he also endeavors to protect his friend Richard whom he considers as his younger brother. He likes Richard to be a less powerful person. He wants him to be in the dire need of his help. However, "there was a kind of brinksmanship between them, a competition not to be the first to blink and show need" (ibid: 42). In this respect, after many years,

when Richard has financial problems and needs his help, Walter helps him out (ibid: 45). In this condition he feels like a 'real man' who has protected his younger brother.

According to the aforementioned reasons Walter is attempting to grasp the feeling of being a 'real man' because of being ridiculed by his father and brothers. Hence, the result of being ridiculed is his feeling of weakness which in turn equals being *feminine*, not masculine and powerful.

C. Masculine Protest in Connie and the Symptoms of Neurotics

Connie is the character who has strongly accepted her weak role in life. She has accepted that she is a woman which equals being a feeble creature. This kind of belief demonstrates her *masculine protest*. Joey has trained her to be "obediently trivial with him" (Franzen, 2010, p.74). He has taught her that he is the *superior* one and she is the weak creature who is not as valuable as he is. This behavior roots in the act of viewing "inhibiting aggression as feminine" (Adler, 2003, p.2) and "heightened aggression as masculine" (ibid). That is why the male one, Joey, has demonstrated himself as the dominant person who has the ability of gaining whatever he wants and she has accepted her *inferior* position in their relationship. Therefore, Connie, "whenever it became clear that the boys were going off to be boys, knew enough to fall back and dematerialize without reproach or entreaty" (Franzen, 2010, p.3). Connie knows how to vanish and avoid being seen and being important which based the description that Adler gives in his article "Psychological Hermaphroditism and the Masculine Protest - A Cardinal Problem of Nervous Diseases" (1912) on the features of femininity in the society (2003, p.83-89), can be regarded as *feminine role*. After a while, the only purpose in her life is being with Joey, the man, the accomplisher. The reason she wants to do that is "You can do anything you want, and I can be there for you. You'll own lots of companies, and I can work for you. [...] If you want children, I'll raise them for you" (Franzen, 2010, p.72).

There appear some words that are repeated several times throughout the novel which are the witness for Connie's *inferiority feeling* and consequently her being *submissive* to Joey like the words 'ashamed', 'embarrassed', and *obedient*. In several parts of the novel she asks Joey whether she is an element of embarrassment to him. One more time this factor discloses the fact that she considers herself unimportant and Joey very important. Additionally, the word 'obediently' is repeated so many times in the text. Connie always says yes 'obediently,' she "walked obediently toward the bus" (ibid), and also she obediently refrained from calling him (ibid: 73). This word is one of the important words that is introduced by Adler as the sign of *inferiority feeling* in some of his books such as *Human Nature*.

Thus, Connie's *masculine Protest* is quit observable. She cannot accomplish anything; it is Joey who can. Connie merely does whatever Joey orders even studying and learning some skills. In fact, she accepts that in order to be able to help him out in his future career (ibid: 72). In conclusion, she is not the decision maker Joey, the man, is. Also, the woman can help the man fulfill his goals because the woman herself does not have any special goals of her own. In other words, she is a subordinate woman and she has accepted the fact that she is a girl and she has no power against a man, so she has to just be patient, *obedient* and subordinate.

IV. INDIVIDUALITIES DESPITE SIMILARITIES: A COMPARATIVE STUDY OF ADLERIAN MASCULINE PROTEST IN JONATHAN FRANZEN'S THE CORRECTIONS AND FREEDOM

The concept of *masculine protest* is utilized in different ways in both novels by Jonathan Franzen. Alfred, Gary and Chip in *The Corrections* (2001) and Walter in *Freedom* (2010) are the studied male characters in the light of *masculine protest*. These characters' types and reasons of *masculine protest* differ from one another. Walter endeavors to be a 'real man' because he is competing with the sense of being a woman because of doing *feminine* actions like doing the housework in the aim of absorbing his father's attention. Alfred's reason to do so is not mentioned but the method of fulfilling this desire differs from Walter's method. Throughout the way Walter changes to a better person and at the end of the novel he is loved by his family while Alfred is taken to a nursing house and dies there after attempting to commit suicide for a few times. He dies when he still attempts to seem a 'real man.'

The brothers Gary and chip have different reasons for suffering from masculine protest too. Gary knows that he is a man he merely attempts to be a 'real man,' while, Chip is a needy person like a woman and therefore he feels his manliness. However, all of these male characters are fighting the feeling of being weak. Some of them want to be a 'real man' and some other ones intend to escape the feeling of being weak like a female.

The chosen female characters' types of *masculine protest* are various too. In *Freedom*, Patty in the beginning tries to escape from being a woman and weak but after a while she changes her strategy to protect herself by being weak. In fact, she becomes a *submissive* woman who needs others like his husband to protect her. In *The Corrections* Enid in the beginning is demonstrated as an independent woman who is capable of doing many things but after her marriage she changes to a *submissive* and a dependent woman who has accepted her weak role in life.

However, Denis and Connie in *The Corrections* have fixed characteristics. Denise always attempts to be a man to the extent that no longer she believes that she is a woman. She even has male sexual tendencies and has turned lesbian. She is a competitor who has weird kinds of competition. Connie on the other hand has accepted her *feminine*, *submissive* and *obedient* role in life.

V. MASCULINE PROTEST AND NEUROTICS: A GENERALIZATION

The idea of being a man or a woman is important to a *neurotic* character and some of these characters are studied in the novels *The Correction* (2001) and *Freedom* (2010) by Jonathan Franzen (1959). Some of these characters try to prove that they are 'real men' and some submit to their weak and '*feminine*' role. However, "the predominant tendency is to break away from feminine obedience and to assert masculine defiance" (Adler, 2003, p.86). Therefore, the mentioned characters' *masculine protest* and consequently *inferiority* and *superiority complex* are understandable in the current study.

The outcome is almost the same in both novels; however, they differ in some details. Alfred Adler (1870-1937) "called his approach individual psychology because it focused on the uniqueness of each person" (Schultz and Schultz, 2005, p.125). Relying on his ideas the studied characters demonstrate their uniqueness in spite of the similar idea of being *Neurotic*. On the one hand, the difference is a proof of these characters uniqueness. On the other hand, the alteration proves the idea that "Alfred Adler fashioned an image of human nature that did not depict people as victimized by instincts and conflict and doomed by biological forces and childhood experiences" (ibid).

Further reading

There is a link between *feminism* and *masculine protest* of Alfred Adler. In fact, Adler supported the *feminist* movement and he opposed oppressing women and counting them as *inferior* to men (Rigby-Weinberg, 1986, p.195). However, for further reading a *post-feminist* reading of the texts is possible. Regarding post-feminism Ann Brooks (1952) mentions: "Perhaps the most persuasive message for *popular* postfeminism is that feminism has pushed women into wanting too much. Alice in *Postfeminisms* declares Postfeminism is offered as an escape from the imposition of being 'superwoman' in order to fulfill a feminist image of success" (Brooks, 1997, p.3). Denise in *The Corrections* (2001) and one phase of Patty's life in *Freedom* (2010) is a symbol of *post-feminism*. Also, the other female characters can be analyzed in the light of *post-feminism*.

To be more exact, in the works by Franzen, Franzen has utilized a lot of women in constructing his novels. Patty is the second generation of women in the aforementioned novels. She is in the threshold of being independent or dependent and obedient. She has not accepted any of them completely yet. While, her daughter and Denise who are the third generation of women have accepted themselves as strong women who can be independent individuals. Specially in the case of Denise this independency is shown more and the idea of post-feminism is seen more. Because she is a woman who has the strength of a man but she is as beautiful as a woman. She has accepted the diversity that feminists could not accept. She has accepted that women can be free and they do not have to be restricted to some feminist views.

For further reading Adler's ideas on *masculine protest* and Sigmund Freud's idea on *Oedipus complex* and *Electra complex* is worth mentioning. Sigmund Freud (1856-1939) has related every single human psychological problem to sexual experiences they have had in their childhood. *Oedipus complex* roots in the fear of losing the penis for boys because of having sexual desires for the mother. Consequently, they find their father as a powerful rival who will cut their penis if he realizes their desire for the mother. Since boys' penis is their source of pleasure, they do not like to lose it; therefore, they commence identifying with the father and grasping his behavior to protect their source of pleasure (Schultz and Schultz, 2005, p.65-67).

On the other hand, *Electra complex* refers back to the girls' feeling for lacking a penis. These girls start blaming the mother because of making them inferior and they start loving the father because of owning "the highly valued sex organ" (ibid: 66).

Freud described the male phallic personality as brash, vain, and self-assured. Men with this personality try to assert or express their masculinity through activities such as repeated sexual conquests. The female phallic personality, motivated by penis envy, exaggerates her femininity and uses her talents and charms to overwhelm and conquer men (ibid: 67).

Hence, the similarity between Adler and Freud's idea is seen here. The boys who suffer from *Oedipus complex* resemble the men who want to be a 'real man' in Adler's theory. Surprisingly, the women who suffer from *Electra complex* seem that they want to be powerful by conquering men who in Freud's theory possess the superior organ. However, the difference between the two psychologists lies in the fact that Freud has related everything to penis even penis brings power for everyone in his theory. Quite contrary, in Adler's ideas on *masculine protest* everything is related to the power and the freedom a man possesses in the society.

Overall, in the present article the aforementioned characters suffer from *masculine protest* which is a good proof of the presence of *inferiority* and *superiority complex* in these characters based on the definition that Adler has given on *masculine protest*. For further reading also the *masculine protest* in Richard is an interesting case.

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Maryam Rostami was born in Iran, Tehran in 1983. She entered University in the year 2006 and she received her BA. in English literature from Karaj Azad University in 2010. She worked as an English teacher from 2009 to 2016. In 2015 she started studying in Azad University Tehran Central Branch. She gained her MA. in 2018.

She has recently received her Master's degree in English Literature and she intends to have some researches in her field of study. Her main interests include English Literature, postmodern studies, psychoanalytic studies and postcolonialism. She is currently an English instructor in an English Institute in Tehran, Iran.



Razieh Eslamieh was born in Iran, Tehran in 1975. She received her Association of Arts in Radiology, from Teheran University in 1998 and B.A. in English language translation from Payam-e-Noor University Tehran Branch in 2001. Her MA in English literature, gained in 2001 from Azad University Tehran Central Branch, was followed immediately by PhD program in the same field in the same university. Her PhD degree was awarded in 2011.

She has been Exam Editor and Exam Designer in Payam-e-Noor University, from 2005 to 2015. She has also been Senior Lecturer for M.A. Program in Islamic Azad University Tehran Central Branch since 2011. However, she is the board-certified member of Islamic Azad University Parand Branch since 2002 where she teaches MA and BA courses of English language and literature as well as English Language Translation. She has so far translated a few books including but not limited to *Girls at War and Other Stories* from English to Farsi (Iran, Tehran: Dabizesh Publication, 2017), *Advertisement* also translated from English to Farsi, (Iran, Tehran: Karevan Publication, 2005). Her recent book is Jeremy Munday's *Introducing Translation Studies: Theory and Practice Reader* (Iran, Tehran: Dabizesh Publication, 2017). Her main research interests are postcolonialism, cultural studies, minimalism and flash fiction on the one hand and translation theories on the other hand.

Dr. Eslamieh is the board-certified member of Islamic Azad University Parand Branch where she is an assistant professor of English literature and English translation departments. She has been awarded the title of the top researcher by the Research Office of the university a few times.

The New Developments of Constructivism Theory and Its Reflection on College English Teaching in the Era of New Media—A Case Study of International Textile Trade English

Jinzhu Zhang

School of Foreign Languages, Tianjin Polytechnic University, Tianjin, China

Hongquan Lin

Personnel Department, Tianjin Polytechnic University, Tianjin, China

Abstract—Constructivism, as one of the core theory of psychology, has a deep influence on foreign language teaching and learning in China. The author in this paper takes a university-based ESP course, International Textile Trade English as a case study and applies the main conception of the four schools of Constructivism as a guide to organize teaching practice, with the expectation to explore the effective combination of Constructivism theory with the ESP teaching practice. Some limitations of the research are put forward in the end.

Index Terms—constructivism theory, ESP course, international textile trade English, teaching practice

I. INTRODUCTION

In 1980s, some western psychologists, such as Piaget, established a Constructivism learning theory based on cognitive learning theory. Since then, the research on Constructivism has become the popular topic in the fields of psychology and education. Constructivism, which emphasizes the individual construction of the learning process and believes that learners would always bring personal meaning into the cognitive process. The process of learning is an active construction rather than the mere passive acceptance of information outside based on their own knowledge and experience. In other words, students' learning is the process of establishing a new cognitive structure, exploring and communicating actively in the context created by teachers with the help of existing knowledge and experience.

Constructivism theory emphasizes the student-centered teaching conception. Students are the main body of learning, the subject of cognition and information processor, and the active constructor of knowledge meaning. Teachers are the organizers, guides and promoters in the process of learning. It emphasizes the initiative, practicality and creativity. Constructivism of learning is actually a metaphor for learning in essence which Compares knowledge acquisition to the process of architecture or construction (Fox, 2001). Constructivism Theory has its important guiding significance for foreign language teaching and research in China. In this paper, the author would like to illustrate its influence on the course construction, teaching content and mode on the course of Textile trade English at Tianjin Polytechnic University in China.

II. LITERATURE REVIEW

The study of Constructivism learning theory started quite late in China. He Kekang (1998) is the first scholar in China who introduced Constructivism learning theory. In recent years, the research on English teaching based on Constructivism has increased significantly. Hou Wanchun(2000) points out that Constructivism is not only a philosophical concept, but also a teaching concept, which is different from the traditional teaching concept and has great implications on foreign language teaching. Jia Luyi (2007) carries out Constructivism principles in news English teaching, which emphasizes the student-centered teaching and active meaning construction, helps students expand their thinking, find and solve problems through cooperative learning. Wang Zheng(2014) aims to provide enlightenment for normal classroom teaching of College English by selecting representative teaching examples to explore classroom teaching from the perspective of cognitive-social construction based on the literature review of Constructivism learning theory.

Since 1990s, the emergence of audio-visual classroom, multimedia computer simulation laboratory, electronic library has greatly promoted the vigorous development of multimedia English teaching. Many scholars have carried out multimedia English teaching research based on Constructivism. Zhang Xiaoying, Li Tianxian(2002) discuss the multimedia College English teaching model based on Constructivism theory, including classroom teaching model,

individualized teaching Model and network teaching model. Huang Ruoyu (2000) believes that Constructivism theory which advocates learner-centered learning methods and individualized and personal meaning construction, has important guiding significance for multimedia foreign language teaching and the establishment of its model. Ding Gang (2003) proposes that the realization of Constructivism teaching mode requires a variety of conditions, which the traditional classroom teaching in China can not provide. Only in the web-based teaching environment can a Constructivism learning environment for foreign language be established.

These studies have promoted the development of foreign language education in China, but research on a combination of Constructivism theory with more specific branches of College English teaching is not carried out. Such as the Textile Trade English. The university that the author works is a multidisciplinary university in China with the major characteristics of Textile Engineering. In China, textile industry has played an important part in national economy and textile trade has enjoyed a large proportion in Chinese international trade. International Textile Trade English is a very professional and important branch of ESP, English for special purposes. ESP is the English courses offered by colleges and universities for non-English majors. The ultimate goal of ESP teaching is to lay a solid foundation for students to carry out academic research and exchange activities in professional fields, and to help students prepare well in these fields and aspects and to enable students to conduct oral and written English expressions and academic exchanges skillfully. Sun Youzhong (2011) states that what to teach and how to teach are the very fundamental problems that College English reform has to deal with, CBI (content-based instruction) and ESP (English for special purposes) are the general directions of College English education reform in terms of the teaching content, which enables the educators to realize the three aims of College English education, they are: the knowledge construction, thinking cultivation and English proficiency improvement.

But so far, the author enters the key words of International Textile Trade English and Constructivism in CNKI (China National Knowledge Internet, the largest research database in China), there is little research on International Textile Trade English teaching based on Constructivism theory. In addition, the existing studies do not pay much attention to the division of Constructivism schools. Most of them expound the research of foreign language teaching under the guidance of Constructivism, but the study of combining foreign language teaching with a certain school of Constructivism theory has hardly given any consideration to this.

Based on the views of the four basic schools of Constructivism, this paper probes into the multimedia International Textile Trade English teaching from four aspects: the development of language thinking ability, situational teaching, interactions to promote the learning and the real task learning. The research aims to stimulate students' interest in learning, improve their autonomous language constructing ability, speculative and expressive ability.

It is a requirement from every side involved to explore the diversity and innovation of College English education in the new era of informatization, because many studies and survey indicate that all the participants of College English teaching are not quite satisfied with the achievements of College English teaching, there is a huge gap between the supplies and demands of College English education. That is the reason why the author chooses a university-based ESP course as the research topic and tries to explore a more efficient way of university-based ESP teaching, thus meeting the actual needs of students' future career development and making contributions to the advancement of College English education reform.

III. RESEARCH DESIGN

There are many schools of thought and many branches since the emergence and development of Constructivism, but all of them can be traced back to its sources, which can be divided into four basic schools: the Piaget school, the Vygotsky school, the social Constructivism school and the holistic Constructivism school (Green; Gredlern, 2002). In this part, the author designs the research and classroom teaching based on the four schools of the Constructivism.

A. Subjects

Eighty-eight English learners from School of Textile Engineering at TJPU were selected as the subjects for the study. All of them have received the one-year general College English courses, Most of them had got the scores above 425 points in CET-4. Among the five specialties that students from School of Textile Engineering at TJPU are entitled to select, all these 88 students choose the International Textile Trade as their future career, which indicates that all these 88 students after graduation will work in international trade which mainly deals with the textile products home and abroad. English can be a communication tool and working language for their future daily work. Meanwhile, they are the professionals of textile industry, they specialize in textile and are the experts on the field of textile as well as the proficient users of English. Therefore, many of them are highly motivated in studying English. Because it is a big and serious decision that they have to make before taking the English as their working language in the future. Many of them have their future professional and academic goals through learning English and achieving a relatively higher degree of communicative competence. To some extent, the conception that English serving as a tool of future career tends to be more realistic than that of English majors.

All the 88 students are divided into 3 classes (Class A, Class B, Class C) based on their English scores of CET-4, and a specially designed oral and listening test. The reasons why the author did so are as follows. Although they are highly motivated and are comparatively more proficient than their peers in terms of their language skills and expressive

abilities, there is still a large gap between the highly proficient and relatively poor learners, especially in terms of their knowledge about trade and skills of listening and speaking. Many of them are quite skillful in doing exercises and passing exams, while the phenomenon of the Dumb and deaf English is similarly serious among these English learners who are originally educated as a professional of engineering, these problems may become more evident when they are learning the ESP courses which are not targeted to pass the exams, such as International Textile Trade English.

B. Research Design

1. Application of Piaget School to develop language thinking ability

Piaget school believes that learning should be realized through the learners' high-level thinking activities, and learning is a process of active construction. It is the activity of students to construct their own knowledge the construction of which is not only the construction of the meaning of new information but also the transformation or reorganization of the original experience.

In order to effectively improve the pertinence and effectiveness of International Textile Trade English teaching and promote the training and improvement of students' thinking ability, the author conducted a one-year practice and exploration of International Textile Trade English at school of textile engineering. The course of International Textile Trade English is given for 2 semesters with 4 classes each week. Although as the ESP course learners, there is still a wide gap between the expected teaching targets and real situations of students' learning. Therefore the total 120 classes are divided into several procedures, they are the improvements of language proficiency regardless of the specialty of International Textile Trade, which aims to lay a solid foundation for the learning of major English; the improvements of thinking ability and critical and logical thinking by reading a variety of English newspapers and magazines related to the economics and trade; the instructions of International Textile Trade English covering the fields of exporting and importing, marketing and negotiating, etc. And each process with specific teaching aims is not strictly divided and separated in the teaching practice.

Correspondingly, different teaching targets are set for different classes. As for the students in class A, they are expected to become a proficient English learners who have laid a solid foundation for English learning and have accumulated enough language input and abundant language output as they are required. More importantly, they are expected to grasp the basic theory related to the international trade and capable of dealing various marketing and negotiating situations by using English as their working language. To some extent, they are expected and trained as half English majors although their major is more concerned about textile engineering.

In teaching practice, the 30 students of class A have a solid foundation of English, active thinking and strong ability of self-study. The author uses English as much as possible to teach difficult professional core articles. In the process of teaching, students are the main body. Teacher serves as the guidance. As for the teaching tasks, the author increases the difficulty of the reading materials and highlights the professional characteristics of textile and international trade. The author requires students to collect relevant reading materials related through the network, helps students expand their vocabulary related to international trade and textile industry. To train students' ability to read fast and increase the proportion of economic and business English listening and speaking, the author uses multimedia technology to conduct classroom English listening and speaking training through English movies, videos, VOA fast listening materials and so on.

The training of four skills is carried out in the whole teaching practice. In the first stage of teaching, the author chooses some reading materials related to economy and international trade from many different media sources and hands them out before class, they are required to read and get the general ideas and write them out. Then the author would guide them to penetrate and probe into the materials by asking questions in and beyond the passages. Students are required to answer in English with critical and logical thinking reflected. The main forms of the classroom learning are the preview check, teacher's instruction guided by questions and students' group discussion and presentation. A group project will be requested to finish during a certain period, and the performance of the presentation will be considered in the final scores. The teaching efficiency of each stage will be tested by a systematic exam with reading and speaking, the general scores of the exams will decide whether the author will come to the next stage and whether the materials that the author offers are scientific and effective enough to help students improve their language proficiency.

As for the 31 students in class B, they are less proficient than their peers in class A. based on their individual differences in language skills, different teaching aims and teaching procedures are set for them. In the first and second stage of the teaching process, the author adopts a compromised method, that is, bilingual teaching in English and Chinese, and carry out the teaching step by step around the teaching content that are handed out to them before class. The author spends more time providing learning scaffolding to these students by using the campus network learning platform to achieve the sharing of teaching resources, students are required to prepare problems related to the content of teaching after class. At the same time, students are encouraged to make full use of the network, collect relevant information, expand their professional knowledge and master a large number of technical terms through the first and second stage of classroom teaching and training. The reading tasks offered to them are not very challenging. They are required to get the general ideas and share them with us. For this group, special attention is given to their basic language skills. When the first period finishes, a different examination is given to them.

As for the 27 students in class C, although they have passed the CET-4 and have chosen the major of International Textile Trade, they are less motivated and proficient compared with the two classes above. The set teaching targets for them would be relatively lower compared with the other two classes. In class C, a set of textbooks are used in teaching practice, which would help them focus and get a clearer learning targets. In teaching practice, the author mainly leads them to read and explain in details to them, and encourages them to get a clearer aim for their future development and use a wide range of internet and information resources to improve their English. Meanwhile, the author helps them learn and use the basic business English and accumulate the special terms gradually.

For all students in three classes, a general and basic requirement of taking learning diaries is given to them, this aims to train students to monitor learn and reflect on the learning process by themselves. And there are some requirement differences as for the amount of the notes and the content. The author collects the notebooks and give a score for students notes, and the score of the notes will be considered in the final exams.

Piaget school believes that the construction of knowledge is conducive to the cultivation of human thinking ability, but also is subject to the thinking ability of each student in intelligence or other aspects of the individual differences. The differences in English listening, speaking, reading, writing and other skills are particularly prominent. Therefore, in the new media era, according to the Piaget school theory, a grading and relatively individualized classroom teaching is preferred, which fully respects the individual differences and learning needs of students. Through the use of micro-courses, Moocs and mobile phone teaching app (such as LanMo Clouding Classroom) Wechat, QQ and other personalized teaching resources, the educators can effectively improve the language thinking ability of students and enrich students' English knowledge Reserve and realize the all-round development of students at all levels.

2. The Application of situational teaching advocated by the Vygotsky School

Vygotsky (1964) concludes from the point of view of historical culturology that human beings' ability to internalize social culture determines the advanced thinking activities. And this thinking system is not infinite and unchangeable. Vygotsky emphasizes that social culture determines people's thinking activities, human cognitive ability is developing and changing, and cognitive ability is closely related to social culture. The external world can not only be recognized, but also be constructed. Constructivism believes that the construction of knowledge is influenced by time, space and environment, knowledge loses its authenticity and learning For learners is meaningless when it is separated from the three elements above. Meaningful learning is marked by experiential situational forms. Therefore, situational teaching is more effective than abstract regular teaching. Wu Xiaoyan (2006) thinks that social situation is an important resource for learners' cognition and development. It is emphasized that learning must exist in a specific environment, and attention should be paid to the role of learning environment in learning. Knowledge is acquired through the construction of meaning in a certain situation. The creation of the situation in the learning environment must be beneficial to the construction of the students' meaning.

In the teaching practice of the university-based International Textile Trade English, it is an effective teaching form for students to create a learning environment close to the actual business situations by relying on multimedia technology. Frankly speaking, it is huge challenge not only for teachers as well as for students to learn English in Chinese context without the knowledge of needs in the future working environment. With the advancement of information technology, the teaching of College English has been revolutionized in terms of the teaching concept, learning materials and teaching curriculum and methods. one of the greatest advantages of multimedia technology is the easy acquisition of the authentic and simulated learning materials and the creation of learning environment.

In the second and third stage of teaching practice, the author searches from internet and uses the authentic case studies of international trade and negotiations, especially the resources from Moocs and Micro-courses. All of these resources can redeem the disadvantages of empty talk in classroom teaching and makes classroom teaching more interesting. More importantly, students can fully get involved in the teaching and learning and autonomous active learning can be enhanced and fully promoted. What has to be emphasized in teaching practice is the gathering of authentic trade cases and the accumulation of language ability. China, as the largest exporters and textile manufacturing in the world, has enjoyed great reputation among the world. Many private-owned enterprises in south China have accumulated successful experience in textile international trade. One professor from the School of Textile Engineering have published a masterpiece about the International Textile Trade in Chinese, the author serves as the helper for the professor to collect the successful cases of international textile trade during the process of its publication. This meaningful experience and the first-hand materials accumulated is quite helpful in teaching practice. According to the needs of English language teaching, the material is modified and arranged appropriately, which can ensure that the material of situational teaching can come from working practice by integrating the required knowledge of International Textile Trade English into each situation. A basic principle is to ensure that the teaching content is consistent with the actual working tasks, so that the situation becomes a link between teaching language knowledge and developing the ability of application. This kind of situational teaching has a clear guiding effect on the handling of similar cases in future work.

Vygotsky emphasizes, knowledge is created and applied in a particular situation. situational teaching is to refine teaching subjects which should highlight the authenticity and relevance. for example, the case reports and analysis on the brand Li Ning Clothing in 2018 International Fashion Show, Anti-dumping investigation against Chinese clothing,

the establishment of clothing manufacturing companies in Southeastern Asian countries, or the successful marketing cases of NIKE or ADIDAS, etc. There are plenty of English resources online about these topics.

In the case studies, the author gives full play to the role of the multimedia language laboratory, and the "multimedia projector plus large screen" equipment has the basic conditions of computer-aided teaching and it is also the main form of multimedia classroom teaching mode dominated by teachers, the author uses computer teaching software and various audio-video equipment to present teaching contents. Students are required to take an active part in the training of all kinds of virtual situations in spoken International Textile Trade English. This teaching content and training method are closely related to the actual business situation of international textile trade, which is helpful to improve the students' communication ability in professional English.

The use of simulated multimedia business situations can break the limitation of time and space, and students can directly enter the virtual business situations and the vivid language environment, which in reality is difficult to realize. Not only can the professional knowledge of textile trade English be mastered quickly, but also can make an intuitive impression on students how to use English learned in class. Therefore, the multimedia language laboratory has the function of creating rich language learning situations to provide a realistic training environment for students to learn. Students are able to master the professional knowledge of international textile trade firmly, and effectively improve the cognitive ability and the application ability of international trade English.

3. The application of interactive learning advocated by Social Constructivism

Williams (2000) and Burden (2000) propose the social Constructivism theory based on the cognitive theory, humanism and social interaction. The theory of social Constructivism, which emphasizes social interactive learning, holds that social situation is an important resource for learners' cognition and development, and advocates that learners can construct a "learning community" to interact. Zhao Dongyun (2005) proposes that learners should communicate with their classmates in the language environment of classroom teaching. To improve one's language ability by influencing students and accepting their influence at the same time.

Social Constructivism emphasizes "cooperation" and "conversation", that is to say, students are required to participate actively in classroom discussions and communicate with each other in trade English on the basis of equal dialogue between teachers and students. Teachers should support "teacher-student" and "student-student" cooperation and communication. Teachers are expected to design more open questions and themes and provide students with opportunities to participate in the classroom learning. This interactive teaching can enhance communication between teachers and students, give students the opportunity to explore ways to solve problems, meanwhile, learn to respect the views of others and the ways to cooperate with others. For example, in International Textile Trade English teaching, the author sets the first 15 minutes of class as "free talk" in order to avoid "monologue" or "chorus". The main content is news reports, major events at home and abroad, social hot spots, students present what they have noticed or been interested with the help of PPT by searching the multimedia network information. The form of PPT presentation in class consists of a personal talk, a two-person dialogue, a storytelling, a group discussion, a class debate, etc. There are 3-4 people in the group discussion. The interactive teaching method of integrating the hot topics or topics of interest into the classroom can enhance the students' desire to participate. At the same time, it also activates the classroom atmosphere, and increases the interaction between students and teachers and the opportunity of learning through the collision of different perspectives. It deepens students' understanding of the problems or subjects, and makes the teaching become a creative process in which the students take the initiative to take part in the development of their individuality.

The teaching model of group interaction can arouse the students' learning enthusiasm, let students learn from each other and find problem solving in interaction and promote students' team learning through collaborative learning, ultimately achieve the meaning construction of what they have learned.

4. The application of the real task advocated by Holistic Constructivism

The theory of holistic Constructivism focuses on the cultivation of comprehensive competence from the perspective of "wholeness", which is characterized by the implementation of holistic Constructivism theory of teaching and emphasis on the conception that learners' learning must begin with an overall understanding.

In the context of practical application, the main goal of the holistic Constructivism of language learning is to make learners pay attention to the learning process and learning results. The role of teachers is to create and organize challenging learning tasks and to ask exploratory questions, thus facilitating learners to rethink their viewpoints. The creation of learning tasks is to meet the needs of each student in each new learning environment. The "task" of language learning is the activity of students to achieve a certain goal. In order to create a learning environment with real tasks, expand the students' professional knowledge, and create a favorable language learning atmosphere, Teachers are expected to be good at making use of multimedia teaching methods to express the monotonous language and characters in a concrete and attractive way, and use The courseware, which combines audio, video, graphics, text and other lifelike performance props, can greatly impact students' senses, activate the students' thinking, arouse the students' interest, and enhance the students' understanding and memory of knowledge in the lively, interesting and relaxed learning atmosphere. Students can devote themselves to learning, experiencing the fun of learning, and enhancing their desire to learn the real tasks.

In teaching practice of the International Textile Trade English, the authenticity is highly valued. The gathering of authentic learning materials can only be achieved with the help of Internet and information technology. It is a difficult

but rewarding teaching experience. Such as the real case of business negotiations in international trade, a presentation of new products, or a contract negotiations, etc. The author firstly shows the video clips to students and make sure that they have fully understood the content, some key words and special terms are offered to them in advance. And then, students in groups are expected to simulate the situations with different roles. After that, a peer review and evaluation will be made.

After class, students are required to review the relevant teaching contents in an all-round way according to the learning tasks assigned in class, to inquire about relevant materials on Internet, and to make PPTs according to the problems. It can be seen that it is very important to set up reasonable tasks in teaching practice. It is helpful for students to understand and master the learning content. Holistic Constructivism theory of learning pays special attention to creating the real tasks, which has enlightening significance for the cultivation of students' language communication ability.

Modern information technology, especially network technology, makes English teaching not limited by time and place. The development of multimedia technology with the direction of autonomous learning has greatly changed the single traditional teaching method. More autonomy, openness and creativity are the typical characteristics of the foreign language teaching in the era of informatization. The autonomous manipulation and cognitive simulation, not only greatly enrich the teaching content and broaden the cognitive channels, but also renew the educational concept. Teachers in new era are expected to give full play to the advantages of multimedia, stimulate students' interest in learning English and improve teaching efficiency.

Constructivism teaching theory holds that learning should be characterized with situationality, sociality and autonomy. Learners are the active constructor of knowledge meaning. Teachers are helpers and promoters of students' meaning construction. The author believes that the design of teaching model with a combination of Constructivism theory and the practice of International Textile Trade English will be the developing trend of international trade English teaching and research, or more broadly, the university-based ESP teaching at university levels.

IV. LIMITATION AND CONCLUSION

As a new ESP course with the university-based characteristics, the teaching practice of International Textile Trade English is still at the experimental stage at the author's university. There is no fixed teaching model and content to imitate in China, more importantly, the author, as a teacher without educational background of textile engineering, to some extent, is not fully qualified to teach such as course with engineering background. But its nature firstly manifests its language characters, which undoubtedly should follow the rules of language teaching and learning. And secondly, the author, as the teacher of the course, is quite willing to make efforts to learn and to share through teaching.

More importantly, the theory of Constructivism has provided the basic conception and guidance of teaching.

In the authors' teaching practice, students in three classes have both made progress and acquired every skills related to international textile trade. as the scores of each class and the interviews for students have indicated(due to the limitation of the paper, the data, exam papers and the interview results will not be provided in this paper).

Besides, multimedia has become the most convenient tool for students to acquire knowledge and information. This kind of teaching environment in the era of new media can effectively cultivate students' language abilities and skills in future working place. The full use of multimedia audio-visual means in teaching has fully embodied the concept of student-centeredness. The essence of Constructivism, which turns "teaching" into "learning" by using various multimedia techniques in language teaching, has fully reflected the theoretical essence of educational psychology. Under the guidance of the Constructivism learning theory, the author believes that an effective foreign language teaching should be like this: learners autonomously construct their meaning of the content in an interactive learning environment, in which teachers provide students with a variety of various authentic language input serve as the scaffold and guide rather than instructor. And it is expected that more empirical research can be carried out on the reflection of the Constructivism learning theory on the foreign language teaching, especially the university-based ESP teaching practice.

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Jinzu Zhang, Male, lecturer at School of Foreign Languages of Tianjin Polytechnic University, Tianjin, China. His research interest lies in the Applied Linguistics and Language Testing Theory & Practice.

Hongquan Lin, Male, associate professor at Tianjin Polytechnic University, Tianjin, China. His research interest lies in the Information Management and Information System, Personnel Management.

International Research on Translation Teaching: A Review (2008-2017)

Xue Li

School of Foreign Languages, Nanjing University of Posts and Telecommunications, Nanjing, China

Abstract—This paper generally reviews the situation of international translation teaching research from five perspectives: research trends, subjects, contents, research nature, and the authors' disciplinary backgrounds. The results indicate that: (1) on the whole, the number of papers published steadily increases; (2) the undergraduates majoring in translation take up a dominant percentage of the subjects; (3) the content focuses on thematic research and applied research; (4) speculative research are accounting for the main part in methodology, in which literature method is usually employed as research instrument; (5) the authors' academic backgrounds mainly focus on the fields of linguistics and translation, presenting a multi-disciplinary feature. Finally, the characteristics and development trends of international translation teaching and research are summarized and enlightened.

Index Terms—translation teaching, international research, review and future prospects

I. INTRODUCTION

International translation teaching began in the 1930s. The Moscow Language University took the lead in opening a translation course in 1930 (Sachinis, 2011). Translation teaching originated from the language courses (for instance, Latin, Spanish and Greek) in European and American countries, and it belongs to auxiliary tools of language learning. Applying translation to language teaching is bound to be related to grammar translation method. Grammar translation method was first used in a Prussian middle school in the late eighteenth Century (Vermees, 2010). In a very long period of history, the research of translation teaching is only a subsidiary product of language teaching study. By 1950, the Soviet scholars had first put forward the theory and methods of translation teaching.

This paper reviews and analyzes translation teaching research internationally from five dimensions: research trends, subjects, contents, research nature and authors' discipline backgrounds. It summarizes the characteristics of overseas research and looks forward to future trend.

II. RESEARCH TREND

This research is based on EBSCOhost, Elsevier SDOS, SpringLink, Willy-Blackwell and Google academic search and electronic databases, choosing “teaching translation, translation teaching, pedagogical translation, translation learning, EFL translation, translation curriculum, translation course” as keywords, to finally retrieve 575 related articles in 2008-2017. We have counted the distribution and general trend of the articles on translation teaching abroad in the past decade (see Fig. 1).

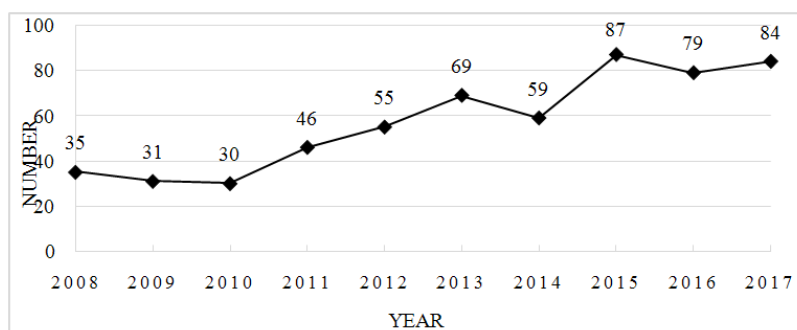


Figure 1. General Trend

Fig. 1 shows that the study of international translation teaching research can be divided into two stages. During 2008-2015, the number of articles has been increasing slowly, reaching a peak to 87 in 2015. In 2010, there is only 30 articles, being the lowest in ten years. During 2015-2017, the number of articles has changed less, and the basic stability is about 80. It can be seen that the study of international translation teaching shows a trend of dynamic development.

III. SUBJECTS

It is found that the subjects cover six continents, 63 countries and regions, including North America (such as Canada, the United States, Mexico), South America (Brazil), Europe (including Russia, Germany, Romania, Spain, Italy, UK), Oceania (such as Australia, New Zealand), Asia (such as Japan, Saudi Arabia, Thailand, Iran, China) and Africa (such as Cameroon, Libya and South Africa).

Fig. 2 is the countries in top ten in international translation teaching research from 2008 to 2017. It shows that the distribution of national publication volume is uneven, Iran and Spain being prolific countries, accounting for 1/4 of the total. It is worth mentioning that the number of articles of translation teaching research in China ranks the third, up to 41, accounting for 7.13%, which indicates that our research in this field has certain international influence.

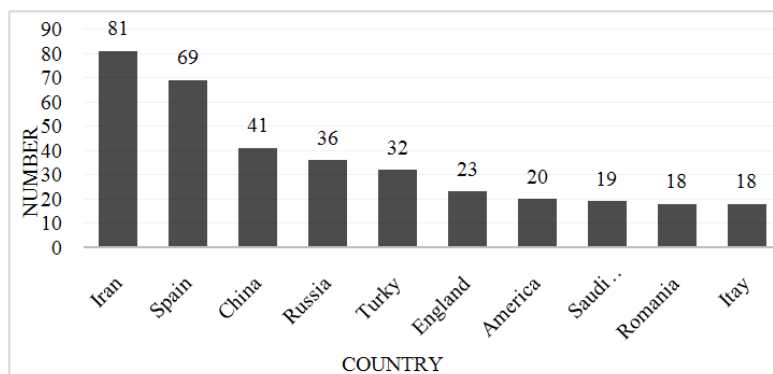


Figure 2. Top Ten Countries

In addition to the statistics on the geographical distribution of translation teaching research, we also explore the level of research subjects. The specific distribution and its ratio are shown in TABLE 1.

TABLE 1
RESEARCH SUBJECTS

Research Subjects	Number	%
Undergraduates	219	38.09
Undergraduates	75	13.04
Undergraduates & Undergraduates	29	5.04
Middle School Students	13	2.26
Pupils	3	0.52
Vocational students	3	0.52
Doctoral Students	3	0.52
Translators	111	19.30
Teachers	20	3.48
Adult Learners	11	1.91
Teachers & Students	9	1.57
Others	79	13.74
Total	575	100

According to TABLE 1, the research subjects of this study are mainly internal students. Among them, undergraduates takes major part, with 219 related articles, accounting to 38.09%. It pays a little attention to vocational students, doctoral students, middle school students and primary school students. On the other hand, from the geographical point of view, Iran and Spain publish predominant literature in this field.

It is worth mentioning that international researchers specially study the doctoral students in translation teaching research. For instance, Sidorenko, *et al.* (2016) investigates the needs of doctoral graduates and the curriculum contents of foreign language teaching in the doctoral program, and finally proposes the necessity to incorporate translation practice into Ph.D. English technical translation courses. In addition, for primary learners such as primary and middle school students, international research focuses on the impact of translation on their basic language skills (listening, speaking, reading, and writing), for example, Rokhshad & Ranjbar (2016) conducts an experimental teaching of English translation of Persian stories to primary school students, in order to explore the influence of Persian story translation on Iranian learners' oral ability. The results shows that the oral ability of students receiving English translation tasks improve significantly in the experimental group, and the oral expression ability was significantly better than that of the control group.

IV. RESEARCH CONTENT

It is found that the content of international translation teaching can be roughly divided into eleven categories: applied research, thematic research, investigating research, relevance research, ESP research, review, influencing factor research, experimental teaching research, comparative research, ontology research and practical teaching research. Each number and its proportion are shown in TABLE 2.

TABLE 2
DISTRIBUTION OF CONTENTS

Research Content	Number	%
Applied Research	139	24.18
Thematic Research	129	22.43
Investigating Research	92	16.00
Relevance Research	45	7.83
ESP Research	39	6.78
Review	33	5.74
Influencing Factor Research	31	5.39
Experimental Teaching Research	26	4.52
Comparative Research	21	3.65
Ontology research	11	1.91
Practical Teaching Research	9	1.57
Total	575	100

From TABLE 2, we can see that international translation teaching research rarely touches upon practical teaching research and ontology research. The following nine research contents will be introduced in detail.

A. Applied Research

Applied research mainly includes two aspects: the application of modern educational technology as well as teaching methods and theories.

Desjardins (2011) explores the application of social networking platform (Facebook) in translation teaching. The descriptive analysis of undergraduate courses shows that students have established a sense of realism beyond the network through collaborative translation projects and peer evaluation. Ahrenberg & Tarvi (2013) propose applying natural language processing systems to computer-assisted translation (CAT) teaching, to calibrate and contrast different translations. Feasibility analysis proves that this system can improve the quality of students' translation. Martins, *et al.* (2015) study the establishment of an e-learning platform for deaf-mute students through sign language interpreters, mainly focusing on the technology integration program for sign language recognition, aiming to simplify the learning interface and content, and providing deaf-mute students with timely translation of texts and sound.

Translation teaching research rarely pays attention to the influence of translators' knowledge and beliefs on the translation process, let alone to the effect of implicit theories on the translation process. Therefore, Corbella & León (2014) combine interview and process analysis to conduct students' translation texts, time, and correctness in order to explore the application of implicit theory in students' translation decision-making.

Way (2012) studies the application of discourse analysis in legal translator training. He believes that discourse analysis can change the form of traditional text translation teaching in classrooms, cultivate students' structured analysis process, improve their translation decision-making efficiency, enhance their ability to select legal terminology, and increase their role awareness and self-confidence as translators. Thus, translators' professional status and social recognition are found.

B. Thematic Research

Thematic research focuses on curriculum design, translation professionalism, translation skills, translation strategies, teaching assessment and translation quality, teaching models and methods, and translation ethics. Here, we mainly explore the characteristics of translation courses, translation capabilities and translation professionalism.

Translation courses are the hot topic in international translation teaching research. Scholars have elaborated on the dimensions of curriculum and curriculum evaluation. Papa & Hafizi (2012) put forward suggestions for improving master students' oral and written translation courses: firstly, to provide students with specific course information (professional direction, employment situation, etc.) in order to help the students make choices. Secondly, to open curriculum to meet the translation enthusiasts demand. Finally, translation teachers need professional self-promotion to bridge the gap between student needs and curriculum settings. Dabaghi, *et al.* (2015) assesses undergraduate interpreting courses in six schools. Regarding to the problems about students with weak interpreting skills and great different interpreting quality between schools, they propose to strictly screen translate students, improve interpreting teaching materials and equipment, and attach importance to undergraduate continuous teaching for four years.

Translation ability is the core and ultimate goal of translation teaching. Popescu (2013) explores the cultivation of students' translation abilities from the perspective of linguistics, and believes that the translation abilities include language ability, social language ability, pragmatic abilities, and cross-cultural abilities. Hague (2015), based on psychology empathy, believes that audience's expectation analysis ability is an important part of the students' translation competence. To this end, he combines the PACTE model and points out that teachers need to carry out cooperative translation activities as well as to cultivate perspective taking ability to improve students' translation competence.

With the development of global information and increasing demand of translation market, translation impressionism has become a hot topic in translation teaching and research. According to Salhi (2011), in the context of translation market, translator training needs to bridge the gap between traditional translation teaching and practical translation market, and presents suggestions for corpus translation teaching as well as learning from translation experience within the United Nations system. It is noteworthy that the spread of Tibet's Buddhist culture promotes the market demand for

Tibetan translators (Raine, 2011). In this regard, she discusses Chinese to Tibetan translation course in Chinese universities, and investigates the training courses of Tibetan translation in foreign countries. Eventually, she points out that Tibetan language translation teaching should focus on the cultivation of Tibetan language and cultural competence, and develop school training classes to meet market demand.

C. Investigating Research

Investigating research is to investigate the effectiveness, perception and translation process and difficulties of translation teaching through questionnaires, interviews, classroom observation, testing and thinking aloud protocols.

Rackie, *et al.* (2014) investigate translation effects of writing and listening in translation teaching, and study whether they exist in recall tests and recognition memory, and the relationship among these effects, memory and subjective experience. The results show that the recollection and cognitive methods are effective methods of translation teaching, and the relationship between the students' translation effect and their subjective experience is most closely related.

The perception survey mainly refers to the investigation of attitudes that include using modern educational technology and taking translation as a tool for foreign language learning. Zengin & Kacar (2011) use semi-structured interviews, questionnaires and text analysis to investigate views of Turkey teachers on online translation tools, so as to reflect on translation practice. The study shows that participants believe that network tools play a positive role in accuracy and fluency of translation, and can improve the skills of using network tools through cooperation and learning with professional interpreters. Therefore, they suggest that we can establish translation workshops, implement in-service training and employ professional interpreters to improve the quality of translation practice.

In order to explore the ways to solve potential translation problems, Dam-Jensen (2012) uses dialogue protocols and retrospective interviews to investigate the process of peer translation test for master degree students. The results show that students can not externalize their inner thoughts, decisions and problems, or even effectively use the network or monolingual dictionary to solve translation problems. Based on these, he suggests that process analysis method should be applied to translation classroom and encourages cooperative learning to improve critical thinking and the selection of corresponding words in the process of translation.

D. Relevance Research

The correlation study mainly discusses the correlation between translation and language learning variables, including vocabulary, spoken language, writing, reading and listening.

Khany (2014) combines language level and gender to study the correlation between students' Lexical Cohesion Patterns (LCPs) and translation effectiveness. The results show some positive correlations. With the improvement of the language level, students' lexical cohesion patterns will be correspondingly improved and translation effect will be better. However, gender has no direct relationship with the level of vocabulary translation. The study also finds that the more complex the vocabulary is, the weaker the correlation will be between the comprehension ability of low level students and their translation ability.

Pahlavani & Asrroush (2013) select translation students to complete the Bar-On Emotional Quotient Inventory (EQi), Oral Translation test, and Oral translation scale to explore the relationship between emotional intelligence and interpreting. The research results show that there is a significantly positive correlation between interpreting and their emotional intelligence. What's more, the emotional quotients like flexibility, happiness, interpersonal relationship, independence, initiative, problem solving, self-identity, and self-realization have greater impact on the success of student interpreters.

Abbasi & Shabani (2011) explore the relationship between writing and translation through the implementation of translation tests for students at different levels of writing. The results show that there is a correlation between the two. Therefore, they suggest that the training of students' writing and grammar should be strengthened in the teaching of translation.

Farahani & Siyyari (2015) find there is no significant correlation between students' reading comprehension skills and translation quality through the test of Iran English literature undergraduates. Lin, *et al.* (2014) carry out reading and translation tests for Taiwan English majors. The results show that the improvement of students' reading ability has a positive effect on translation achievement, and the translation performance of students who read Chinese reading material is better. The study also finds that the students with different reading levels have the same ability to improve their translation. According to this, they think it is useful for students to carry out reading training before translation. In addition, mother tongue teaching may be more helpful to translation study.

Naghipoor & Boloori (2013) explore the relevance of translation and listening. The results show that translation helps students to improve their listening comprehension.

In addition, the research on the relevance of translation ability and other factors is also the hotpots of research. Parvizi (2016) studies the relationship between self-oriented perfectionism, cultural Intelligence and translation intelligence. Based on data collection and analysis, it is concluded that there is a significant positive correlation between students' translation competence and self-oriented perfectionism, and is partly related to cultural intelligence. Based on the findings above, he suggests that students' self-oriented perfectionism and cultural intelligence can be improved through educational technology application and real text training, so as to improve students' translation competence.

E. ESP Research

ESP (English for Special Purpose) research refers to translation teaching research in specialized purpose. Based on the literature, it is not difficult to find that the areas covered by ESP research in translation teaching mainly include: law, military, science and technology, medicine, business, multimedia, terminology, and so on.

Arslan (2015) points out that the lack of translation professionalism is the most serious issue of philosophy translation teaching. He suggests that basic philosophy courses should be offered to students majoring in translation to enable students to internalize the relevant knowledge of philosophy and improve the professionalism of students' philosophical translation. Combining with patented translation, Tarasova (2015) conducts technical translation training for Master of Engineering students, aiming to develop students' ability to understand scientific texts. Through training, students can work more efficiently on translation tasks, understand grammar knowledge, and deal with technical terminology as well as vocabulary translation based on the original style. Given that national and international security has become a hot spot in the society, Kočote & Smirnova (2016) believe that training military translators is a very competitive advantage. For this reason, students need not only to become familiar with advanced linguistics but also to have comprehensive capabilities to solve sudden translation problems (such as the lack of equivalent terms).

F. Review

The number of review takes a few accounts and focuses on theoretical discussions. It mainly discusses the current status of translation teaching and research.

Bordenave (2012) outlines the history of translation teaching and research in Brazil, and introduces the characteristics of Brazil translation teaching.

Rogers (2010) introduces the influence of business, public services, emerging technologies and social awareness on the interpretation industry under the background of globalization, and points out challenges faced by translation teaching in universities and their countermeasures, aiming at helping future translators to form the necessary translation ability.

Through an analytical review of existing literature, Li (2014) explores the development and limitations of audiovisual translation studies, and points out that the research in the field of audiovisual translation cognition needs to be expanded. At the same time, he affirms the value of visual translation and considers the application of visual translation in the course of simultaneous interpretation. Odacioglu & Kokturk (2015) review the development of translation technology in the 21st century, introduce types of translation technology, and affirm the role of modern translation technology in the development of translation teaching.

G. Influence Factor Research

Influencing factor research includes direct and indirect factors. There are two direct influencing factors: (1) individual learner factors such as personal background, individual differences, and language proficiency; (2) teacher factors refer to teacher's classroom discourse. Indirect influence factors refer to the influence of various types of influence on translation students, so that they can reflect on translation teaching.

Ashouri & Fotovatnia (2010) use the Likert scale to study the impact of risk taking and tolerance of ambiguity on translation learning. The results show that learners who support risk taking hold negative opinions on translation teaching, and ambiguity tolerance variables have no effect on translation learning. Francis, *et al.* (2014) investigate the effects of bilingualism and vocabulary learning on learner's translation response time, error rate, and translation effectiveness through repetition priming. According to the mixed analysis results, bilingual proficiency has a negative impact on reaction time, translation initiation and translation inequality, while vocabulary difficulty has a positive impact on response time, translation initiation, and one-way translation effects.

Teacher discourse plays an important role in the development of students' translation knowledge learning and skills. Juárez (2008) explores the role of mother-tongue teaching, the comparison of mother tongue and target language use, and students' understanding of native or target language as a learning technique. The results show that teachers' proper use of their mother tongue has a positive effect on language learning. Due to the lack of knowledge about source language and target language, students have not realized the effect of cross-language comparison on translation learning. What's more, Students affirm target language teaching environment for foreign languages but tend to use native language for translation studies.

H. Experimental Teaching Research

In experimental teaching, the researchers use method of setting the experimental group and the control group to verify the hypothesis and obtain the conclusion from the data. Common research tools include tests and questionnaires.

Kargar, *et al.* (2012) explore the impact of collaborative translation and explicit pragmatics teaching on the output of apologies from low-level language learners. Experimental teaching results show that the performance of the group accepting explicit pragmatic teaching is obviously better than that of the corresponding recessive group and control group. What's more, the collaborative translation group has the highest efficiency in learning pragmatic knowledge. Therefore, collaborative translation can promote the processing of students' pragmatic linguistics as well as social pragmatics knowledge and improve their practical pragmatic competence.

Mees, *et al.* (2013) use speech recognition (SR) software to perform two-stage experimental teaching for master

students in three modes (view translation, translation, and SR interpretation). The data analysis results show that the students in the experimental group (SR group) are superior to the other two groups in the improvement of translation efficiency and translation quality; the retrospective interview results show that the SR software can improve students' awareness of potential speech errors and their language processing ability. This study proves the role of speech in translation teaching.

I. Comparative Research

Comparative research mainly involves the contrast between tradition and modernity. This includes traditional classrooms and modern classrooms, human translation and machine translation, traditional teaching methods and modern teaching methods. In addition, the comparative study also focuses on the comparison of learning effects such as translation testing, contextual translation, and subtitle translation.

Azizinezhad & Hashemi (2011) compare the effects of traditional board writing and slide teaching in the translation classroom. The results show that traditional board writing is better than slide teaching. However, students are more satisfied with the slide course. Hemmati, *et al.* (2013) compares the effects of traditional translation teaching methods and translation-oriented text analysis methods on students' translation learning. According to the test results, the translation-oriented text analysis method has a positive impact on students. However, the effect of traditional translation teaching methods is not significant.

Khanmohammad & Mohammadkhani (2009) explore the relevance of translation production test and cloze test, and compare which of the two methods better reflects the undergraduate's translation ability. The results show that the two test methods are not highly relevant, and the average grades of student paragraph translation are significantly higher than those of cloze test. Therefore, paragraph translation can measure the translation ability of undergraduate students.

V. RESEARCH NATURE

In international translation teaching research, scholars have adopted qualitative and quantitative research methods with numerous results. Qualitative researches include literature, case study, interview, questionnaires, comparison, and think aloud protocols. Quantitative researches include investigation, experimental teaching, think aloud protocols, process analysis, and field research. These methods can be divided into discourse study and empirical study according to the nature of research. We have conducted detailed classification and statistics on these two types of research methods (see TABLE 3).

TABLE 3
RESEARCH NATURE AND METHOD

Research Nature	Research Method	Number	%	%
Discourse Study	Literature Method	202	35.13	56.52
	Case Study	72	12.52	
	Interview	23	4.00	
	Questionnaire	18	3.13	
	Comparative Method	8	1.39	
	Think Aloud Protocols	2	0.35	
Empirical Study	Investigation	210	36.52	43.48
	experimental teaching	29	5.04	
	Think Aloud Protocols	4	0.70	
	Process Analysis	3	0.52	
	Interdisciplinary Research	3	0.52	
	Field Research	1	0.17	
Total		575	100	100

A. Discourse Study

TABLE 3 shows that discourse study account for a relatively large amount of 56.52%. The research contents mainly cover comparative research, review, thematic research, ontology research and practical teaching research. Think aloud protocols draws on psychological research and uses introspective data methods to study internal processes of translation to inspire translation teaching. Göpferich (2009) uses think aloud protocols, combined with questionnaires, interviews, and tests, conducts a three-year continuously study of the translation skills of 12 translation students, and compares this results with those of 10 professional translators, with the aim of establishing and improving of the translation ability model TransComp.

B. Empirical Study

The proportion of empirical research is relatively small, accounting for 43.48%. Investigation method is the most commonly used research method, which is usually combined with questionnaires, interviews and tests to collect data and results from a statistical point of view. Pavlović (2010) uses verbal reports, records video and audio, and collects data on the process of translation for novice translators in order to ascertain the solutions that they try to adopt when interpreting problems and to classify them. After data compilation, it is found that during L1 and L2 translation process,

the decision-making scheme they used was similar. Fattah (2017) uses field survey to collect data to study learners' vocabulary translation issues.

It is worth mentioning that some scholars begin to combine translation teaching research with cognitive neuroscience research. They use Event-related Potentials (ERPs) and functional Magnetic Resonance Imaging (fMRI) techniques to explore the complex cognitive and translation process of learners. Mayer, *et al.* (2015) investigate the teaching effects of two strategies: picture teaching and body language teaching in vocabulary translation learning. They use fMRI to decode the visual and cortical movements of the brain as students listen and translate. The results show that the vocabulary movements made are more effective than photo teaching while vocabulary translation learning; both strategies are better than simple vocabulary translation learning.

VI. RESEARCH BACKGROUND

We have defined as follows: if there is only one author, the author's department or unit is the main subject; if the paper is for multiple authors, then the subject of the first author's department or unit is the basis; if the literature does not indicate the faculty or unit of the author, the journal's subject category published in the document is the main basis. Based on the classification criteria above, we find that the research background can be subdivided into 12 categories including linguistics, translation, pedagogy, computer science, communication, psychology, economics management, engineering, library and information science, physics science, cognitive science, and neuroscience (see TABLE 4).

TABLE 4
RESEARCH BACKGROUND

Research Background	Number	%
Linguistics	298	51.83
Translation	171	29.74
Pedagogy	67	11.65
Communication	9	1.57
Computer Science	8	1.39
Psychology	7	1.22
Economics Management	6	1.04
Engineering	3	0.52
Library and Information Science	2	0.35
Physics Science	2	0.35
Cognitive Science	1	0.17
Neuroscience	1	0.17
Total	575	100

From TABLE 4, we can see that the main force of international translation teaching research in the past decade is of linguistics. In the context of linguistics, we have made a detailed division, mainly including linguistics, language teaching, language and literature, cognitive linguistics, applied linguistics and other areas, which shows that the linguistic properties of translation teaching research is outstanding. The reason is that translation was originated in language courses and is an auxiliary tool for language learning. In addition, the number of researchers in the translation profession is constantly rising, which also highlights the professionalism of translation teaching research.

It is worth mentioning that a large number of interdisciplinary researchers have emerged in this research. Translation teaching research has been integrated with computer science, communication science, psychology, and economic management, enriching research contents and research perspectives. Researchers can enrich the content of translation teaching research from the perspective of interdisciplinary research and improve the scientific rigor of research.

VII. PROSPECTS FOR FUTURE RESEARCH

We have reviewed international translation teaching research. In general, this research is mainly for undergraduates, involving a small number of doctoral students and primary and middle school students; mainly focuses on thematic research and applied research. Ontology research and ESP research are less concerned; theoretical discussion of translation teaching is another feature of international translation teaching research. At the same time, it is noticed that the proportion of empirical research is close to the discourse one, and research methods are constantly enriched. The researchers' academic backgrounds are diverse, showing the trend of interdisciplinary study.

After careful classification and discussion, we find that scholars can indeed find inspirations from international studies, as follows:

(1) The research object: to focus on the translation teaching of doctoral students or primary and middle school students, increase the research of the teacher team. A mixed study of multiple subjects should be attempted to make the research results more comprehensive.

(2) The research content: to closely follow the mainstream trend internationally, and explore factors that affect the learners' translation abilities and examine direction and employment orientation of translation professional students and translators in the context of professional translation, in order to probe into the internal relationship between translation study and language learning. Or to expand the research horizon and increase researches on the translation of sign

language and multilingual translation.

(3) The research method: to use screen video so as to record the process of students' translation, including the speed of translation reaction, the eye tracking, etc. Through thinking aloud protocols, oral report and other introspection ways, we can fully understand the dynamic of the students in the translation process.

(4) The technical support for research: to absorb the characteristics of interdisciplinary research, and apply technology of brain science and neuroscience to translation teaching research. Using ERP, Positron Emission Tomography (PET), fMRI and other technologies to record students' thinking process in translation.

We hope this article will provide some enlightenment for the study of translation teaching, and promote a further development by expanding the research object, enriching research content, and improving research tools, making up for deficiencies in this research.

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Xue Li was born in Jiangsu, China. She is studying for her MA degree in the Schools of Foreign Studies of Nanjing University of Posts and Telecommunications. Her research interest includes translation teaching and research.

The Effect of Implementing Flipped Classrooms on Iranian Junior High School Students' Reading Comprehension

Arash Hashemifardnia

Department of English, Faculty of Humanities, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran

Ehsan Namaziandost

Department of English, Faculty of Humanities, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran

Sajad Shafiee

Department of English, Faculty of Humanities, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran

Abstract—This study investigated the effect of implementing flipped classrooms on Iranian junior high school students' reading comprehension. To this end, 50 Iranian pre-intermediate students were chosen and randomly assigned into two equal groups; one experimental group (flipped classroom) and one control group (traditional classroom). After that, both groups were pretested through a reading comprehension test. Then, the researchers put the respondents of the experimental group in a flipped classroom. The flipped classroom was equipped with Internet, computer and projector. The students were required to read each text before coming the class and discuss it with their classmates. On the other hand, the control group was taught in the traditional classroom. Before teaching each text, the researchers provided background knowledge for the control group and after teaching each text, the students were required to answer some questions related to the text. The whole treatment lasted 8 sessions of 50 minutes. In the last session, the post-test of reading comprehension was administered. The results of paired and independent samples t-tests indicated that there was a significant difference between the post-tests of the experimental and the control groups. The findings revealed that the experimental group significantly outperformed the control group ($p < .05$) on the post-test.

Index Terms—flipped classrooms, traditional classrooms, reading comprehension

I. INTRODUCTION

As inverted or flipped models have become increasingly prevalent in the instructional literature and more widely implemented by practitioners over the past several years (Moranski & Kim, 2016), the need to investigate the effects of flipped classrooms on language learning is crucially important. The flipped classroom is a pedagogical strategy that reverses the traditional classroom process by delivering the instructional content usually, but not always, online before class and then engaging learners in interactive group learning and/or critical problem solving activities that are carried out under the teachers' guidance during the class (Herreid & Schiller, 2013).

Flipped classrooms are believed to be very useful for teaching and learning. Some pedagogical benefits of the flipped classroom were determined by some researchers. These benefits include (1) students and instructors' positive perceptions of the active learning environment (e.g., Butt, 2014; Gilboy, Heinerichs, & Pazzaglia, 2015), (2) more active engagement during class (e.g., Deslauriers, Schelew, & Wieman, 2011), and (3) superior achievement on formative/summative assessments (e.g., Amresh, Carberry, & Femiani, 2013). For example, when Love, Hodge, Grandgenett, and Swift (2014) implemented a flipped linear algebra course, the majority of students reported that the approach helped them develop a deeper understanding of the content. Amresh et al. (2013) reported that students in a flipped introductory computer programming course performed significantly better than did students in a comparable traditional course design on assignments and exams.

The pedagogical relevance of the flipped classroom is supported by a range of student-centered learning theories in the field of educational psychology (Bishop & Verleger, 2013), including cooperative learning (Slavin, 1991), collaborative learning (Goodsell, Maher, Tinto, Smith, & MacGregor, 1992), peer tutoring (Tabacek, McLaughlin, & Howard, 1994), peer assisted learning (Topping & Ehly, 1998), problem-based learning (Barrows, 1996), and active learning (Michael, 2006).

Recently, the development of educational technology has allowed flipped classrooms to be easily adopted in higher education contexts (Hamdan, McKnight, McKnight, & Arfstrom, 2013). This learning environment can be characterized as student-centered—students are expected to come to class having already gained the knowledge necessary to actively engage in problem-solving activities with their peers. Throughout the cycle of instruction, they maintain an active role at the center of learning. The practice is based on the assumptions that meaningful interaction

among peers encourages knowledge building and that teachers can provide more timely and personalized guidance and feedback during in-class activities (Kim, Park, Jang, & Nam, 2017; Zarrinabadi, & Ebrahimi, 2018).

Regarding the importance and effectiveness of flipped classroom, it is supposed that it can improve EFL learners' reading comprehension. Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinks about all of this information until it is understood (as cited in Mohammadi & Davarbina, 2015). According to Block and Pressley (2002), comprehension is the final goal of reading instruction. One of the most important components of English performance, particularly in academic setting is English reading ability (Huckin, Haynes, & Coady, 1993).

Therefore, reading comprehension is the process of understanding and constructing meaning from a piece of text (Brown, 2007). So, students need good reading skill for acquiring knowledge and learning new information. However, we can see that most students are not good enough to do so. Because most of the teaching in EFL classrooms still emphasizes teacher-centered, teacher directed instruction in order to get good grades in English, and to this end, teachers might bring the competition into the classroom (as cited in Mohammadi & Davarbina, 2015). Such a traditional instructional approach causes competitive learning and individual performance in the classroom teaching (Robert & Slavin, 2005). To reduce teacher-centered reading instruction, this study aimed to investigate the impacts of flipped classroom- a student-centered classroom- on improving Iranian EFL learners' reading comprehension (Mohammadi & Davarbina, 2015)

II. REVIEW OF THE LITERATURE

A. Theoretical Background

1. The Flipped Classroom

The "flipped classroom" is a new catch phrase in education, but it is not a completely novel idea. Teachers often assign reading to be done at home, and then expect students to engage in conversation about the reading in class. This design could be classified as an inverted classroom (Strayer, 2012). However, a few key characteristics distinguish the flipped classroom from an inverted classroom. In the flipped classroom, students watch video-recorded lectures outside of class, thus increasing time for active learning and practice to occur in the class (Strayer, 2012). While implementation of this method may look slightly different for each teacher, essentially "the 'flipped' part of the flipped classroom means students watch or listen to lessons at home and do their 'homework' in the class" (Fulton, 2012, p. 13).

Online learning has various definitions. Historically, video lectures were created to provide curriculum access to individuals who lived far from school. Teachers began realizing videos not only helped off-site students, but also students who were present during lectures (Cascaval, Fogler, Abrams, & Durham, 2008). Online classes gained popularity in the past decade, especially at the college level. However, students commonly complained about limited interaction and communication in purely online classes (Gecer & Dag, 2012). Flipping the classroom involves online learning through a series of video lectures, but it is supported by face-to-face classroom discussions and individual help. Thus, the flipped classroom is different from traditional online learning environments.

Traditional classroom lectures often follow a one-pace-fits-all philosophy. Teachers may adjust their lectures based on the students' feedback, but some students will undoubtedly find the pace swift, while others find it slow. Video lectures provided through the flipped classroom model allow students to fast forward through examples they already understand, or pause and rewind to revisit topics which may require more processing time (Goodwin & Miller, 2013). Videos allow lectures to be broken into pieces, as opposed to traditional instruction which often contains a large volume of content delivered at one time (Brecht & Ogilby, 2008).

Khan (2012), a widely recognized online educator, popularized the flipped classroom through his website, Khan Academy. This website contains over 4120 short educational videos, most detailing a specific math concept (Thomas, 2013). Khan works on the problems step by step on each video. "Khan's idea was that youngsters would watch the videos at home and work on the problems in class, essentially 'flipping' the classroom" (Kronholz, 2012, p. 25). Khan seeks to change the way people think about education, noting "the old classroom model simply does not fit our changing needs" (Khan, 2012, p. 1).

Many schools have used Khan's videos to flip the classroom. Greg Green, principal at Clintondale Community Schools in Michigan, commended the flipped classroom for its ability to assist students who do not get homework help at home (Finkel, 2012). Students now receive guidance at home in the form of video lectures, and can directly interact with teachers and peers during class time to get answers to their questions. Teachers utilizing Khan Academy to flip their classrooms realize they often work harder during the school day as they are always moving around and interacting with students. It must be noted Khan Academy is not meant as a fix-all. Math teacher Courtney Cadwell commented Khan "is not great at helping kids conceptualize math" (Kronholz, 2012, p. 26). Video lectures need to be supplemented with activities which encourage discussion and emphasize the application side of mathematics. When flipping the classroom, teachers must constantly interact with students, adjust instruction on the fly, and design activities which complement the videos.

2. Reading Comprehension

Comprehension of the text is the main goal of the readers. Puskorius (2011) stated that comprehension in reading is the understanding that one acquires from text. It is the process in which meaning is constructed and is a main goal of

reading instruction for students. According to Syatriana (2011), reading comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skill but also students' experience, and prior knowledge comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing ideas, recognizing author's making judgment, and evaluating. Along the same line, reading comprehension is defined by Badr El Deen (2011) as the ability to communicate a text leading to an integrated process that involves decoding vocabulary and sentences, employing prior knowledge relevant to the text and using cognitive and meta-cognitive strategies in order to make sense and to get the target message the author wants to convey.

Abu Nejme (2011) asserted that reading comprehension is not just understanding words, sentences, or even texts, but involves a complex integration of the reader prior knowledge language proficiency and meta-cognitive strategies. Moreover, reading comprehension is the act of thinking and constructing meaning before, during and after reading by integrating the information presented by the author with the reader's background knowledge (Kirmizi, 2010). A common definition for teachers might be that comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text (Pardo, 2004).

It is clear that prior knowledge, meaning and cognitive strategies are core words in the previously mentioned definitions (Alharbi, 2015). To sum up, simple comprehension of meaning of words is not sufficient to comprehend a text while reading. To achieve comprehension in reading, effective readers need to implement such practices as relating their background experience with the text, summarizing information, drawing conclusions, and posing questions at the text (Kirmizi, 2010). Kirmizi (2010) confirmed that comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinks about all of this information until it is understood. Comprehension is the final goal of reading instruction.

B. Empirical Background

Some studies have been conducted on flipped classroom to measure its effects. For instance, Ching Lin and Chen (2016) aimed to verify and to understand the effects of flipped classroom on the learning effectiveness, while using learning satisfaction as the mediator. The findings showed that: 1) both the instructors and students of technical and vocational colleges (the first half) believed that flipped learning has a positive effect on learning satisfaction; while the students of the second half of technical a vocational colleges believed that flipped learning has a negative effect on learning satisfaction; 2) both the instructors and students of technical and vocational colleges (both halves) believed that flipped learning has a significant positive effect on learning effectiveness; and 3) both the instructors and students of technical and vocational colleges (the first half) believed that flipped learning has a positive effect on learning effectiveness; while the instructors and students of the second half of technical and vocational colleges believed that flipped learning has a negative effect on learning effectiveness. Summarizing the above, learning satisfaction has a partial mediating effect.

Kim, Park, Jan, and Nam (2017) investigated the cognitive effects of the flipped classroom approach in a content-based instructional context by comparing second language learners' discourse in flipped vs. traditional classrooms in terms of (1) participation rate, (2) content of comments, (3) reasoning skills, and (4) interactional patterns. Learners in two intact classes participated and were taught in either a flipped classroom or a traditional classroom. In the flipped class, the learners listened to an online lecture before class and participated in a small-group discussion in class. In contrast, the learners in the traditional class listened to a teacher-led lecture in class and then immediately participated in a small-group discussion in class. The learners' discussions were audio recorded. Quantitative and qualitative analyses indicated no difference in participation rates; however, the students in the flipped classroom produced more cognitive comments involving deeper information processing and higher-order reason in g skills and showed more cohesive interactional patterns than did the students in the traditional classrooms. The results indicated that flipped classrooms can effectively promote higher-order thinking processes and in-depth, cohesive discussion in the content-based second language.

III. RESEARCH QUESTION

This study aimed to answer the following research question:

RQ. Does implementing flipped classrooms have any significant effect on Iranian junior high school students' reading comprehension?

Based on the above-mentioned research question, the following null hypothesis was tested:

HO. Implementing flipped classrooms does not have any significant effect on Iranian junior high school students' reading comprehension.

IV. METHOD

A. Participants

The participants of this study were 50 pre-intermediate language learners who were selected among 70 third grade junior high school students at Saadi high school, Baghmalek, Khuzestan, Iran based on non-random sampling. Their

level of English language proficiency was determined on the basis of their scores on the Oxford Quick Placement Test (OQPT). The participants' age range was 14 to 15. Only males were participated in the current study. They have been studying English as a foreign language for at least three years. The learners were randomly divided into one experimental group (flipped classroom) and one control group (traditional classroom). There were 25 participants in each group.

B. Instruments

The first instrument which was employed in the present study to homogenize the participants was the OQPT. It helped the researcher to have a greater understanding of what level (i.e., elementary, pre-intermediate, intermediate) his participants were at. According to this test, the learners whose scores were between 30 and 39 (out of 60) were considered as the pre-intermediate learners.

The second instrument was a reading comprehension pre-test. To realize the current participants' reading comprehension level, a researcher-made pre-test was designed based on the students' course book (Prospect Book 3). It consisted of 20 objective items including short answer and true/false. The validity of the pre-test was confirmed by a panel of English experts. It was piloted on a similar group in another high school. It should be mentioned that the reliability indexes of the pre-test was calculated through KR-21 formula ($r=.811$).

The third instrument of the current study was a reading comprehension post-test- the modified version of the pre-test was used as the post-test. All characteristics of the post-test were similar to the pre-test in terms of form and number of the items. The only difference was that the order of the questions were changed to wipe out the probable recall of pre-test answers. The post-test was regarded both valid and reliable since it was the modified version of the pre-test (the validity and reliability of the pre-test were reported above). The post-test was administered to determine the effects of the treatment on the participants' reading comprehension.

C. Data Collection Procedure

To conduct the present study, the researcher attended the above-mentioned junior high school and administrated the OQPT to 70 Iranian third grade junior high school students to determine their level of English proficiency. The researcher selected 50 pre-intermediate students and randomly divided them into two groups, namely; one experimental group (flipped classroom) and one control group (traditional classroom). Then, both groups were pretested through a reading comprehension test. After that, the researcher put the participants of the experimental group in a flipped classroom. The flipped classroom was equipped with Internet, computer and projector and participants in this classroom were allowed to bring their Smartphones to the classroom in order to use them during learning. The students in the flipped classroom were given 5 reading texts from Prospect Book 3. Each text was sent to the students through Email, What's App or Telegram. It should be noted that three days before each session, one text had been sent to them via Internet. It is worth mentioning that the audio file of each text was sent to the students in a Telegram group. When the materials were presented in the group, some activities were done including brainstorming, questions /answers, finding the main idea, and paraphrasing to teach the texts to the students.

In addition, the students were required to read each text before coming the class and discuss it with their classmates. Besides, the students listened to the audio text several times at home via their Smartphones. In the flipped classroom, when the students attended the class, the teacher elicited some information related to the text from them, asked them some questions and gave them a test. He also randomly asked some students to read the text and say its main idea.

The flipped classroom refers to a strategy of blended learning in which "homework" precedes class time. Accordingly, participants of the experimental group had the homework before attending the class. The teacher in the experimental group was a facilitator and coordinator in learning process.

On the other hand, the control group was taught in the traditional classroom. The traditional classroom was deprived of the Internet and the students were taught in the classroom rather than out of the classroom. Before teaching each text, the researcher provided background knowledge for the students and after teaching each text, the students were required to answer some questions related to the text. This procedure continued till the last session. The whole treatment lasted 8 sessions of 50 minutes. In the first and the second sessions, the OQPT and pre-test were administered respectively. During 5 sessions, the reading texts were trained to the students and in the last session, both groups took the post-test of reading comprehension.

D. Data Analysis

The collected data through the aforesaid procedures were analyzed and interpreted according to the objective of the study. Firstly, Kolmogorov-Smirnov (K-S) test was used to check the normality of the gathered data. Then, the descriptive statistics were calculated and reported. Finally, paired samples and independent samples t-tests were run to determine the effectiveness of flipped classrooms on Iranian EFL learners' reading comprehension.

V. RESULTS

The obtained results are displayed in the following tables.

TABLE 1:
ONE-SAMPLE KOLMOGOROV-SMIRNOV TEST (GROUPS' PRE AND POST-TESTS)

		preex	Postex	precont	Postcont
N		25	25	25	25
Normal Parameters ^{a,b}	Mean	12.4000	18.8833	13.3833	14.7167
	Std. Deviation	3.78310	6.71727	5.11923	5.70486
Most Extreme Differences	Absolute	.175	.143	.127	.150
	Positive	.069	.143	.086	.150
	Negative	-.175	-.127	-.127	-.150
Kolmogorov-Smirnov Z		1.352	1.108	.982	1.164
Asymp. Sig. (2-tailed)		.052	.171	.289	.133

a. Test distribution is Normal.

b. Calculated from data.

Table 1 shows that the statistics of scores is normal as the results obtained from using Statistical Package for Social Science (SPSS) software, version 22. In this case, the parametric statistics like independent samples t-test and paired samples t-test were used to get the final results.

TABLE 2:
GROUP STATISTICS (PRE-TEST OF BOTH GROUPS)

	VAR00005	N	Mean	Std. Deviation	Std. Error Mean
Preex	1.00	25	13.3833	3.78310	.48840
	2.00	25	12.4000	5.11923	.66089

In Table 2, the descriptive statistics of both groups is presented. The means of both groups are almost equal. The experimental group's mean score is 13.3833 and the control group's mean score is 12.4000. This means that the both groups are somehow similar since they are homogeneous at the beginning of the treatment.

TABLE 3:
INDEPENDENT SAMPLES T-TEST (PRE-TEST OF BOTH GROUPS)

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Preex	Equal variances assumed	3.852	.052	-1.197	118	.234	-.98333	.82177	-2.61066	.64400
	Equal variances not assumed			-1.197	108.638	.234	-.98333	.82177	-2.61212	.64545

In Table 3, an independent samples t-test was used to show the scores of both groups on the pre-test. Since Sig (.234) is greater than 0.05, the difference between the groups is not significant at ($p < 0.05$). In fact, they performed the same on the pre-test.

TABLE 4:
GROUP STATISTICS (POST-TEST OF BOTH GROUPS)

	VAR00005	N	Mean	Std. Deviation	Std. Error Mean
Postex	1.00	25	18.8833	6.71727	.86720
	2.00	25	14.7167	5.70486	.73649

Table 4 reveals the descriptive statistics of both groups on the post-test. The means of the groups are different. The experimental group's mean score is 18.8833 and the control group's mean score is 14.7167. This means that the experimental group outperformed the control group.

TABLE 5:
INDEPENDENT SAMPLES T-TEST (THE POST-TEST OF BOTH GROUPS)

		Levene's Test for Equality of Variances		t-test for Equality of Means			95% Confidence Interval of the Difference			
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Postex	Equal variances assumed	2.389	.125	3.662	118	.000	4.16667	1.13774	1.91363	6.41970
	Equal variances not assumed			3.662	114.985	.000	4.16667	1.13774	1.91302	6.42032

Table 5 indicates that the difference between both groups is significant at ($p < 0.05$). In fact, the experimental group outperformed the control group on the post-test.

TABLE 6:
PAIRED SAMPLES STATISTICS (PRE AND POST-TESTS OF BOTH GROUPS)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Preex	13.3833	25	3.78310	.48840
	Postex	18.8833	25	6.71727	.86720
Pair 2	Precont	12.4000	25	5.11923	.66089
	Postcont	14.7167	25	5.70486	.73649

Based on the descriptive statistics in the above table, the mean scores of the experimental group on the pre and post-tests are 13.3833 and 18.8833 respectively. The control groups' mean scores on the pre and post-tests are 12.4000 and 14.7167 respectively.

TABLE 7:
PAIRED SAMPLES T-TEST (PRE AND POST-TESTS OF BOTH GROUPS)

		Paired Differences			95% Confidence Interval of the Difference			t	Df	Sig. (2- tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	preex - postex	-6.48333	7.63687	.98592	-8.45615	-4.51052	-6.576	59	.000	
Pair 2	precont postcont	-1.33333	7.10852	.91771	-3.16966	.50299	-1.453	59	.152	

In the table above, a paired samples t-test is used to compare the pre and post-tests of each group. Since Sig (.000) is less than 0.05, the difference between the pre-test and post-test of the experimental group is significant. Since Sig (.152) is greater than 0.05, the difference between the pre-test and post-test of the control group is not significant.

VI. DISCUSSION

In this part the research question "Does implementing flipped classrooms have any significant effect on Iranian junior high school students' reading comprehension?" is answered based on the results obtained in the tables above. After collecting the data, the researcher used paired samples t-test and independent samples t-test to analyze them in order to find out the effectiveness of flipped classrooms on the students' reading comprehension. The findings showed that the students who received instruction through flipped classrooms had better performance compared to those who were trained through traditional classrooms. The results statistically revealed that experimental group significantly did better than the control group ($p < .05$). Therefore, the null hypothesis of the study "Implementing flipped classrooms does not have any significant effect on Iranian junior high school students' reading comprehension" was rejected. Participants in the flipped classrooms were highly motivated to learn because of the available facilities. Flipped learning is generally found to increase motivation (Bormann, 2014). Not only did they enjoy learning, but also they felt satisfied with what they learned. In fact, the experimental group gained higher scores on their post-test. This may be due to some appealing features the flipped classrooms have.

The flipped class can be more interactive than the traditional lecture; it can encourage contacts between students and teachers; it can develop reciprocity and cooperation among students, and it can emphasize time on task. As the researcher observed, in the flipped classroom, during class time, students engaged in discussions, activities, problem solving, and group work. Since students had prior knowledge, they could learn the lesson more easily.

The major difference between flipped and traditional classrooms is the timing of content learning; students in a flipped classroom learn the content before class in their own private time and space and at their own pace, while in traditional classroom students learn the lesson in class in a way and at a pace that are determined by the instructor. Therefore, the rich cognitive activity (e.g., in-depth information processing and higher-order thinking processes) observed in this study may have been due to the fact that the students had more time to think about the content and activate relevant prior knowledge related to the content.

The cognitive load theory (Sweller, 2007) developed in the field of educational psychology supports this claim. According to this theory, learners' "cognitive capacity in working memory is limited, so that if a learning task requires too much capacity, learning will be hampered" (de Jong, 2010, p. 105). Hence, the available knowledge structures in long-term memory, or a large, permanent store of organized information, are essential for preventing working memory overload and for guiding cognitive processes.

Previous researches (e.g., Lawless & Kulikowich, 1996; Scheiter, Gergets, Vollmann, & Catrambone, 2009) has consistently reported that students with higher levels of prior knowledge utilize deeper processing strategies because the prior knowledge guides their information selection and thus reduces their cognitive load during learning. In the current study, the traditional students who learned the content on the same day may not have had enough time to expand their knowledge and establish the schemas before the discussion. Hence, their discussion would not have been supported by executive guidance, which would explain why the students remained at a superficial level of information processing and strategies.

The results of this study indicate that the students in the flipped classroom interacted more deeply and cohesively than the students in the traditional classroom. The obtained results are in line with Kim, Park, Jan, and Nam (2017) who investigated the cognitive effects of the flipped classroom approach in a content-based instructional context by comparing second language learners' discourse in flipped vs. traditional classrooms. Quantitative and qualitative analyses indicated that the students in the flipped classroom produced more cognitive comments involving deeper information processing and higher-order reasoning skills and showed more cohesive interactional patterns than did the students in the traditional classrooms. The results indicated that flipped classrooms can effectively promote higher-order thinking processes and in-depth, cohesive discussion in the content-based second language.

VII. CONCLUSION

The results indicated that Iranian EFL learners can benefit from attending flipped classrooms. Based on the findings of the present study, it can be concluded that the implementing of flipped classrooms in teaching and learning can produce positive results because they could absorb students in learning English. The positive effects of using flipped classrooms became obvious after the treatment. Here, it can be claimed that receiving instruction through using flipped classrooms can facilitate English learning. Flipped classrooms can make the students independent and help them learn how to study out of the classroom. To become self-directed learners, students must learn to assess the demands of the task, evaluate their own knowledge and skills, plan their approach, monitor their progress, and adjust their strategies as needed flipped lecture checks on component skill and gives the opportunities to assess, apply and discuss previously acquired knowledge (Raine & Gretton, 2017). Regarding the effectiveness and importance of the flipped classrooms, they are recommended to be implemented in educational environments. In this study, flipped classrooms had some benefits for the students; these benefits may be attributable to the executive guidance based on knowledge schema that was established before class through pre-learning.

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Arash Hashemifardnia was born in Khouzestan Province of Iran in 1987. He holds a master's degree in TEFL from Islamic Azad University of Ahvaz. He is a PhD student in TEFL at Islamic Azad University of Shahr-e Kord. His major research interests are

teacher education, action research, mixed methods research, second language acquisition, and task-based language learning and teaching. He has published a number of articles in his areas of interest in academic journals.

Ehsan Namaziandost was born in Shiraz Province of Iran in 1985. He holds an MA degree in TEFL from Islamic Azad University of Ahvaz. Now, he is a Ph.D. student in TEFL at Islamic Azad University of Shahr-e Kord. His main interests of research are second language acquisition, EFL teaching, teaching and testing, teaching speaking, communication and language learning strategies. His research papers and articles have been published by different international journals.

Sajad Shafiee holds a Ph.D. in TEFL. He is currently an assistant professor in the Department of English Language Teaching at two universities: 1) Islamic Azad University, Shahr-e Kord Branch, Shahr-e Kord, Iran 2) Islamic Azad University, Khorasgan (Isfahan) Branch, Isfahan, Iran.

A Survey of Intercultural Adaptability for Foreign Students in Three Universities: Problems and Solutions*

Siqi Ye

College of Foreign Languages and Literatures, Chongqing Normal University, China

Haijiao Xue

College of Foreign Languages and Literatures, Chongqing Normal University, China

Yanling Zheng

College of Foreign Languages and Literatures, Chongqing Normal University, China

Abstract—This paper aims to explore the existing problems and solutions of foreign students' intercultural adaptability in three universities of university town in Chongqing from such aspects as campus cultural adaptation, material cultural adaptation, behavioral cultural adaption and Chinese traditional cultural adaption. By questionnaires, research group has found some major problems like, do not have an Chinese competence, unfamiliar with Chinese material culture, insensitive to Chongqing's behavioral culture, unfamiliar with Chinese traditional and local culture. After analyzing those possible reasons, this paper provides some solutions: implementing the same management of foreign students as Chinese students, strengthening social supports, strengthening the communication with foreign students and fostering foreign students' consciousness of Chinese traditional culture.

Index Terms—three universities, foreign students, intercultural adaption, problems and suggestions

I. INTRODUCTION

With the promotion of international influence, China links with other countries more closely, especially in higher educational field. Chongqing as the educational highland of the Southwestern China, plays an vital role in the Belt and Road Initiative and attracts a number of foreign students to study in Chongqing, China. Their intercultural adaptation problems caused by diverse cultural backgrounds are drawing much concern. Foreign students' intercultural adaptation refers to the process of psychological and behavioral changes that result from continuous contact between two different cultural groups, which contains psychological adaption and sociocultural adaption (Ward, 1991) or general adaption, work adaption, and interact adaption (Yang, 2009). As foreign students play an essential role in the international education, their intercultural adaptation becomes a hot issue in the whole international education process. As a consequence, many scholars are interested in exploring the issue from various perspectives, such as psychology, communication and comparative education, etc.. Lu (1990) finds that interpersonal communication is a common need of human beings, however, individuals in different cultural environments are culturally influenced by the choice of education and inherit a unique cultural gene. When they enter a new cultural environment, they find that the norms of interpersonal communication quite different from their own. Chen (2003) explores the intercultural adaptation factors of foreign students from the perspective of psychology, finding that external social culture, ecological environment and other factors have a significant impact on foreign students' internal psychological development. Yang (2009) finds that values and social supports have a great impact on foreign students from the perspective of communication. However, most of domestic intercultural researches have ignored some important cultural factors that affect intercultural adaptation, such as the traditions, the ideology, even the rules and regulations of a country. Cheng (2009) finds that culture contains material, institutional, behavioral and psychological aspects. This paper investigates those four representative sub-cultural levels: campus culture, material culture, behavioral culture and Chinese traditional culture, and intends to find out those key problems affecting their cultural adaptability and offer some possible solutions. Our subjects are foreign students from 3 universities in Chongqing university town, and we hope to provide them some advice to live and study happily in Chongqing.

II. RESEARCH DESIGN

(1) Research time and respondents: this study was carried out by our research team in the middle of September, 2017.

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Research members were divided into three groups to hand out the questionnaires to foreign students in three universities including Chongqing University, Chongqing Medical University and Chongqing Normal University.

(2) Research objectives and significance: this survey aims at finding out some existing problems, analyzing those practical reasons that may influence the intercultural adaptability, and providing some relevant solutions.

(3) Research methods: documentation method, survey research and statistical analysis.

(4) Research questions and contents: this questionnaire involves such aspects as Chinese professional knowledge, individual lifestyle, emotional attitude, etc. It covers four dimensions including campus adaptation, material cultural adaptation, behavioral adaptation and Chinese traditional adaption. This questionnaire consists of seven multiple choices and twenty-eight one-choice questions.

III. DATA COLLECTION AND ANALYSIS

In order to ensure the reliability and validity of this study, research team went to Chongqing University, Chongqing Medical University and Chongqing Normal University to conduct the field investigation. And the research team handed out 300 pieces of questionnaires and got back 295 responses. During the whole process, research members were all the time on the scene. From the questionnaires handed out and got back, research members made a statistic analysis and calculated that the validity is up to 98.3%. Meanwhile, the group members had some face-to-face interviewees with some subjects and got the first-hand data of foreign students' intercultural adaptation.

A. Campus Cultural Adaptation

Campus culture is part of the overall cultural performance of students' learning environment and educational philosophy. As Li (2016) put forward, "it takes campus as the main space, extracurricular cultural activities as the main contents, and campus spirit as the main feature. Meanwhile, it has some effects on thinking and intercultural adaptation of foreign students" (Li Yue, et al, 2016, p.191-196). Hence, cultivating a good awareness of campus culture is the fundamental requirement for foreign students. Based on the concrete contents of campus adaptation, 10 questions are designed for this part, including three aspects: personal information, teaching and learning styles and practical factors. For personal information, 2 questions are asked, such as learning status, self-appraisal of language level; for teaching and learning styles, 4 questions are asked, such as teaching methods, teaching devices, current textbooks, after-class activities, learning atmosphere; for practical factors, 4 questions are asked, such as social contact, language practicing activities, part-time job, internship. The following figure will show foreign students' Chinese level.

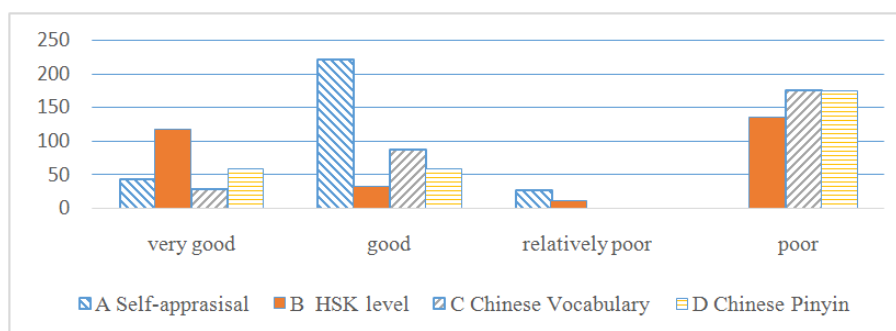


Figure 1 Language level

The figure shows that most of foreign students are content with their textbooks, after-class activities and learning atmosphere. They are also satisfied with teaching methods, such as heuristic teaching method, researching and discussion teaching method, problem-oriented teaching method. Besides, they prefer some new teaching devices, such as mooc, micro-class and flipped class. Xie (2015) said, "compared with traditional classrooms, the unique advantages of moocs, flipping classrooms, micro lessons, and micro-videos are flexible, autonomous, repeatable, brief, themes-oriented, and interactive." (Xie Guilan, 2015, p.43-46). Due to the introduction of Western teaching ideas and models, many Chinese teachers have made relevant improvements. The acceptance of foreign students for teaching methods is the result of such efforts.

It also shows that most foreign students have acquired language knowledge well, especially Chinese grammar and Pinyin. As shown in Figure 1, 40% foreign students have a good acquirement of Chinese grammar (10% very good+30% good), and 40.6% foreign student's Chinese Pinyin level is high (20.3% very high+20.3 % high). Basic knowledge of written aspects enables most foreign students to pass the HSK examination easily. However, 50% foreign students (4%+46%) are not quite satisfied with their language level. The reasons are that different learning programs for foreign students may result in their different Chinese levels. Generally speaking, the longer they stayed, the better. Also, there are different expectations for foreign students to study in China. Some of them set the goal of working in China or engaging in some related work, others may return home. Most of all, the lack of related language speaking practice is

one of the reasons for their low self-appraisal of practical language.

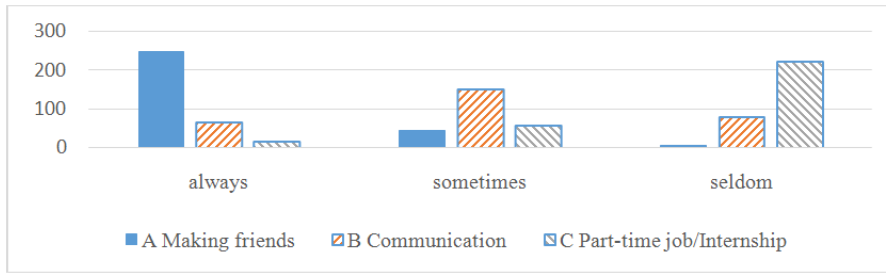


Figure 2 Language practical ability

The figure 2 shows that 83.7% foreign students are willing to make friends with Chinese students and only 5% foreign students always do part-time job or internship. There is a big contradictory between communication and internship. Liu (2017) thinks that different types of after-class activities are helpful for foreign students to assimilate Chinese culture. Those activities can expand their global views. (Liu Ruonan, 2017, p.120-121). As we know, after-class activities of different types and ways are beneficial for foreign students to overcome difficulties and enrich their life experience and cultural awareness. These after-class activities are also the fundamental factors for foreign students to adapt campus culture better. From this perspective, this current phenomenon is not perfect.

B. Material Cultural Adaption

Material culture refers to a totality of material production activities and its product, and it is also the tangible and humanized object, which covers the basic needs of human beings, such as clothing, food, housing and transportation. The figure shows that most foreign students have a good impression of Chongqing, such as mountainous city, foggy city and international metropolitan. However, some of them are not clear about Sichuan dialect. Besides, 80% and 85% foreign students are satisfied with transportation in Chongqing and natural environment of university. Nevertheless, more than 71.37% foreign students could not recognize the architectural style of Xijie (Chongqing university town). Hence, grasping a good understanding of material culture, such as dialect, architectural style, transportation system and famous scenic spots, etc. is one of the key parts to intercultural adaptation for foreign students. For material culture adaptation, 10 questions are designed in the questionnaire, from question 11 to question 20.

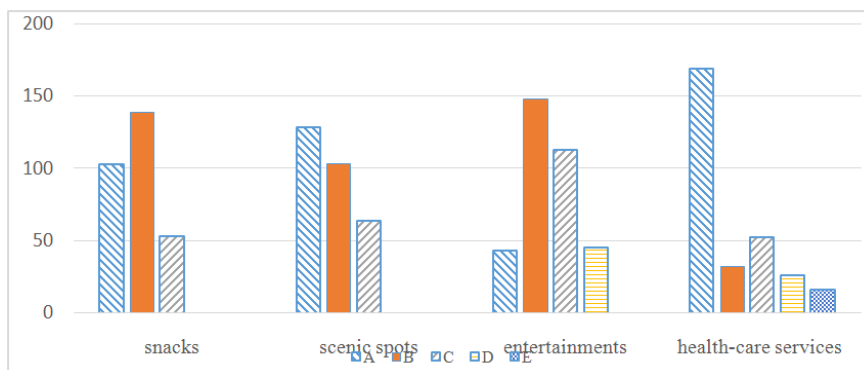


Figure 3 Material culture

Traditional food, scenic spots and entertainments are the carriers of the material culture. Hence, foreign students are eager to try different kinds of local traditional food and love to visit more scenic spots and entertainments. As Hu (2008) puts forward, “Dietary culture belongs to material culture, because food is tangible and can meet the basic demand of human beings. Food contains the cultural value and technology from manufactures” (Hu, 2008, p.73-75). While foreign students are insufficient in this perspective. The figure 3 shows that 44.56% foreign students like to eat 4 to 6 kinds of local snacks, only 20.65 % of them have eaten almost all kinds of local snacks. With respect to local tourist attractions, local entertainments and local health-care services, 21.73% of them have visited local tourist attractions, 70.6% of the students have not taken part in playing Majiang (a game which is popular in China) and square dance yet, 95% of the students have not experienced scraping therapy (traditional Chinese therapy), etc. This situation is closely related to the present of paying little attention to material culture in the long term.

C. Behavioral Cultural Adaption

Behavioral Cultural adaption means that a person gets well along with his or her surroundings. It relates to daily skills or tasks and reflects an individual’s social and practical competence to meet the demands of everyday living. At the same time, behavioral cultural adaption changes in personal values, and the expectation of others.

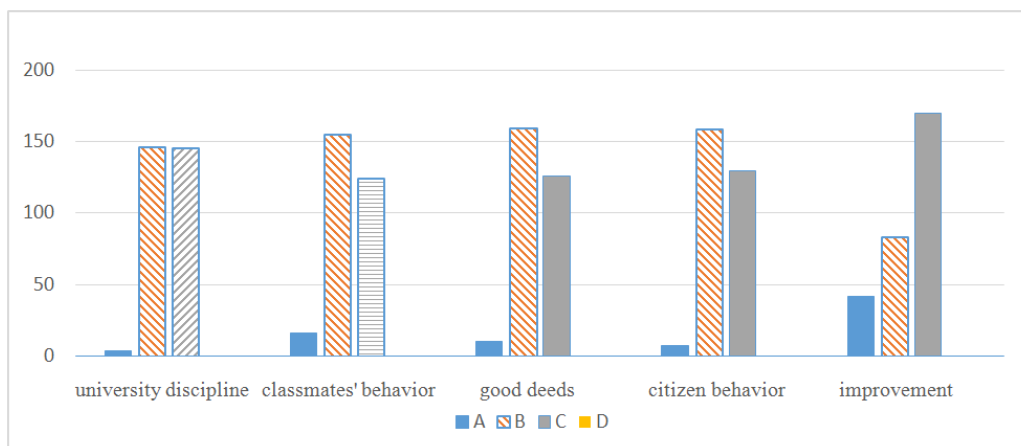


Figure 4 Behavioral Culture

The figure 4 shows that most foreign students choose light rail as travel tools and this is due to the geographic environment of Chongqing (a mountainous city); foreign students are willing to learn to use chopsticks when having traditional Chinese meals and observe university rules. However, the figure also shows that 70% foreign students believe local citizens' behavior and standard Chinese still need to be improved. Chen (1998) explains, compared with Western countries' communication tradition, the communication of Chinese still maintains a strongly rural feature, which big differences exist in interpersonal relationship. And culture, personal characteristics and experiences are influencing factors in behavioral aspects of interpersonal relationship. That is to say, if you are not their close relatives or friends, you may have some difficulties in chatting with them.

D. Chinese Traditional Adaption

Traditional culture refers to cultural customs involving such aspects as arts, values, literature, thinking style, aesthetic preference, social psychology and ideology. Zhang (2004) believes that Chinese traditional culture is the mirror of daily life thinking, spirit, popular psychology, individual demands and emotions. It is necessary to know about Chinese culture if you want to get a better understanding of China. Therefore, acquiring a good understanding of traditional culture is crucial to intercultural adaptation for foreign students.

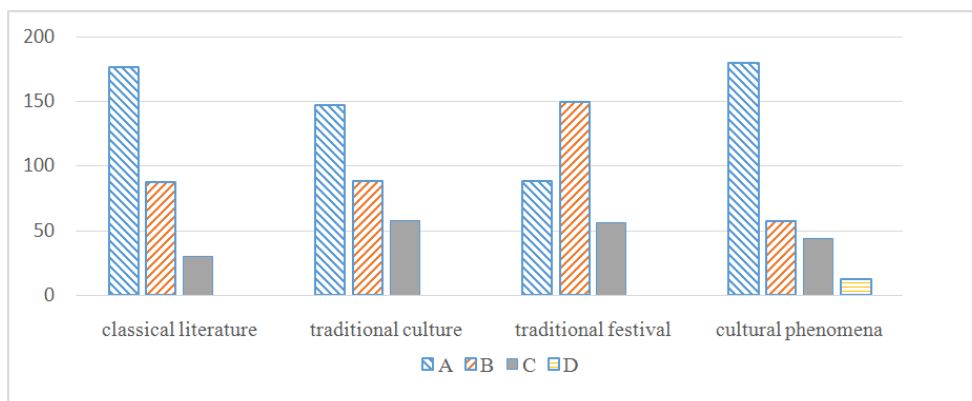


Figure 5 Chinese traditional culture

The figure 5 describes some typical cultural issues, including Chinese classical literature, Chinese traditional culture, Chinese traditional festival and Chinese cultural phenomena. The four parts contain the essence of Chinese traditional culture. Their characters, languages, allusions and themes are the main sources of Chinese thinking and expressions. As for Chinese classical literature, four great classical novels of Chinese literature play an vital role and represent the best achievements of Chinese classical novels. Take *Journey to the West* as examples as example, *Journey to the West* describes the features of Chinese thinking, transcends religious theology and corrects the prejudice that some Westerners' view that Chinese people do not have religious beliefs. However, the figure shows that nearly 60% students know little about four great classical novels of Chinese literature.

Besides, Chinese traditional culture is the priceless treasure of China and it shapes people's life in many ways. However, with respect to Chinese traditional festivals, only 20% foreign students have attended 8-11 kinds of local traditional festivals, 50% foreign students do not have any knowledge of Chongqing local culture, such as Chuanjiang Haozi (a typical song for boat trackers along the Yangtze River), Longmen Zhen (folk tales), etc. Only 5% of them have known more than four kinds of Chongqing local culture. It is obvious that foreign students' understanding of Chinese traditional culture and Chongqing local culture is inadequate.

E. *Some Major Problems*

Through the analysis above, we find the following problems of foreign students' intercultural adaption in three universities':

(1) Some foreign students do not have sufficient Chinese competence. There are 5 questions related to their Chinese competence, including language level and practical activities, but the results are not satisfactory. Only 15 foreign students often get in touch with Chongqing local people and try to talk with them in Chinese.

(2) Some foreign students are unfamiliar with Chinese material culture, including dialect, architectural style and famous scenic spots. Question no. twelve, thirteen, eighteen are about foreign students' understanding of material culture. The data shows most of them cannot recognize the dialect of Chongqing and the architecture style of Xijie. And more than 240 foreign students have not visited some typical scenic spots in Chongqing.

(3) Some foreign students are insensitive to Chongqing's behavioral culture. Question no. 28 is about foreign students' personal opinions of Chongqing citizens' behavioral culture including etiquette, behavior and dialect. Most of them think local people need to improve their standard Chinese.

(4) A number of foreign students are not familiar with Chinese traditional and local culture. Questions no. thirty-two, thirty-three and thirty-five are related to Chinese traditional culture, such as four great classical novels of Chinese literature. As for Chinese traditional culture, which contain martial arts, paper-cutting, and so on, and the local cultural phenomena include Chuanjing Haozi (a traditional folk singing form sung by boatmen from Chongqing and Sichuan), Longmen Zhen (folk tale in Chongqing and Sichuan), etc. from this survey we find they are lack of Chinese cultural knowledge.

F. *Some Possible Solutions*

According to the previous problems, some relevant solutions are given as follows:

(1) Implement the same management to foreign students as Chinese. To make sure that foreign students have a sufficient Chinese competence, the host university should implement the same management of foreign students as Chinese. Intercultural communication as a dynamic process emphasizes the participation of both the local students and the foreign students, so that they may have more mutual interactions. And at the very beginning, language learning is the primary concern for foreign students to deal with, but because there are different management rules for foreign students, they usually do not have a real Chinese language environment to practice their oral Chinese. Therefore, it is necessary for the foreign affairs department to conduct the same management plans for them. They can provide some classes that foreign students and Chinese students can study together so as to create more chances for foreign students to practice their Chinese. Most importantly, foreign students can communicate with local students, like learning issues, language practicing, part-time job or internship, etc. to get more supports form different aspects. And it would be beneficial for foreign students to cultivate a better campus cultural adaption.

(2) Strengthen social supports. A good social support network is considered to be helpful to alleviate the pressure of life, keep in good health and achieve the sense of happiness (He, 2001). And the social network is a relatively stable relationship that individuals can obtain various supports, such as the supports of finance, affection and emotion, etc. With help of social support, people could solve some problems more easily in their daily life. Before coming to Chongqing, the foreign students nearly know nothing about the history, culture and social system of this city. And nearly all of their knowledge about Chongqing is based on their imagination. Besides, there are three types of interpersonal relationships of foreign students. First, many foreign students keep the single cultural interpersonal relationship, which they only communicate with their domestic compatriots to get some emotional supports; Second, some foreign students choose to keep in touch with some local students and staffs coming from host country to get some more professional and academic assistance; Third, only a small part of foreign students can get along well with local people including Chinese students, staffs, teachers and other citizens at the same time. The three types of interpersonal relationships play different roles in the adaptation process of foreign students and provide different types of social supports. Among all of these three kinds of interpersonal relationships, the first two are not the best choice. Because foreign students cannot contact with more people. Only the last type of interpersonal relationship reveals a better way for foreign students to feel leisure and entertainment of local environment. It is the most effective for foreign students to adapt intercultural distances. During this time, foreign students may get along with more local people in different situations naturally. In view of this situation, Chinese universities should provide various activities and programs for foreign students to enable them have more opportunities to enjoy the exotic flavor of Chongqing. For instance, Chinese university students can make some group tours and lead foreign students to visit some local famous scenic spots, enjoy a variety of flavor special snacks, and experience some local entertainments so as to stimulate their interest of this city and let them feel the friendliness of Chinese.

(3) Strengthen the communication with foreign students. The Chinese university should establish sufficient exchange platform and system, strengthen the communication and interaction, and regard it as a main part of daily work, which would enhance students' mutual understanding, eliminate misunderstanding, exchange information and discover problems timely, and all of this would be beneficial for foreign students' intercultural adaptation. Chen (1998) finds that Chinese people emphasize the closeness and distance of relationship, and comply with the principle of internal and external differences in interpersonal relationship. Meanwhile, Chongqing is a city where the dialect is more common

than Mandarin in daily communication and citizens' behaviors are more obvious than other regions. Thus, one of the most important thing during the process of intercultural adaptation is that the Chinese universities must ensure the promptness and effectiveness of the information. If foreign students want to know the local culture, they need sufficient information, which is also the premise for foreign students to integrate into the local society. Without the exchange of information, foreign students are prevented from entering into the local society, which would make them have the sense of alienation. Therefore, the managers should inform them the local important events in an efficient way.

(4) Foster foreign students' consciousness of Chinese traditional culture. A great number of foreign students know little about Chinese traditional culture, which makes intercultural adaptation difficult. In consideration of this, Chinese university should provide some relevant cultural lectures, such as four great classical novels of Chinese literature and carry out some cultural activities, such as 'the Reader', 'Chinese Poetry Conference' ect, which can give foreign students more exposure to the Chinese language environment. Meanwhile, let foreign students take part in some Chinese traditional festivals would be an effective way for them to contact with Chinese traditional culture. They can celebrate some typical festivals with local residents, play interesting games, such as playing riddle games on Lantern Festival, making zongzi on Dragon Boat Festival, writing couplets on Spring Festival, etc, all of these activities are more interesting than learning in classroom, which would arouse foreign students' interest to know more about Chinese traditional culture as well.

IV. CONCLUSION

This paper makes a survey of the foreign students in three universities located in Chongqing university town, from four aspects, like campus cultural adaptation, material cultural adaptation, behavioral cultural adaptation and Chinese traditional adaptation, discovering that some foreign students are not adaptable to campus culture, because they lack the practical ability of language, and during the learning and living process, they tend to live in their narrow social groups and ignore the importance of Chinese local culture, meanwhile, most of them are not adaptable to dialect and behavior... As for problems discussed above, this paper tries to offer some suggestions: for example, implement the same management to foreign students as Chinese by arranging foreign students and Chinese students into the same class, setting up some meaningful activities for foreign students to communicate with Chinese students to inspire their curiosity of campus culture; strengthen the social support by offering the website to provide enough information of Chongqing and relating universities and organizing some group tours, such as local famous scenic spots to stimulate their interest for Chongqing material culture; strengthen the communication with foreign students by establishing sufficient exchange platform and system for foreign students and informing foreign students the local important events in an efficient way; Foster foreign students' consciousness of Chinese traditional culture by making Chinese traditional culture lectures, carrying out some activities, such as the Reader, Chinese Poetry Conference and so on and organizing activities on important festivals and setting up courses about Chinese traditional culture for foreign students to choose to stimulate their interests and narrow the cultural gap.

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Siqi Ye was born in Chongqing, China. She is currently an MA candidate specializing in literary stylistics at the College of Foreign Languages and Literatures, Chongqing Normal University, China. Her interests cover literary stylistics and functional stylistics.

Haijiao Xue was born in Hubei, China. He is currently an MA candidate specializing in English Literary Studies at the College of Foreign Languages and Literatures, Chongqing Normal University, China. His interests cover Western literary theories and the 18th century English classical novels.

Yanling Zheng was born in Yunnan, China. She is currently an MA candidate specializing in literary stylistics at the College of Foreign Languages and Literatures, Chongqing Normal University, China. Her interests cover literary stylistics and language teaching.

English Film Appreciation from the Perspective of Cross Cultural Communication*

Tianyu Wang

University of Shanghai for Science and Technology, Shanghai, China

Gaofeng Yu

University of Shanghai for Science and Technology, Shanghai, China

Abstract—Under the background of globalization, as a way of cultural propagation, movies reflect the elements of cross-culture everywhere. This passage takes original English films, *Zootopia* and *Forrest Gump* as examples to stress that English learners should pay attention to some recessive cross-cultural elements, in addition to the explicit cultural elements such as plot, dialogue and oral English.

Index Terms—cross cultural context, dominant cultural elements, recessive cultural elements, English movie appreciation methods

I. INTRODUCTION

The occurrence of intercultural communication must be carried out among the nations or countries or individuals between two different cultural backgrounds, because there is a cultural difference, and there will be a "cultural barrier" in the middle of the communication. Yu Qiaoqin (2015) argues that the purpose of intercultural communication is to spread culture and eliminate cultural barriers. Liu Dan (2009) argues that since the 21 century, with the development of globalization, intercultural communication has become more frequent and has become a common social behavior nowadays. And As an artistic international language, film is one of the most important and most effective ways to promote international cultural exchange, transfer information and emotion, and the output of national culture. While the process of globalization is speeding up, the foreign language teaching in our country is constantly changing, and it has become a general trend to use foreign language video materials in the classroom. Especially for MTI students, our curriculum shouldn't just be simple listening, speaking, reading and writing, but also the training of intercultural communicative competence. Hymes believes that people with communicative competence need not only master the rules of language themselves, but also master the social rules of language usage so that they do not misread and speak when they communicate with different cultural backgrounds. Li Wenjing (2010) argues that English films have several main features, such as the authenticity of language materials, the diversity of language content and form, and the trinity of images and texts, views, listening and speaking. Therefore, the interest of the English film has become an important material for the cultivation of intercultural communication ability.

II. THE CHARACTERISTICS AND ADVANTAGES OF THE ORIGINAL ENGLISH FILM

A. *The Authenticity of Language and Scene*

How to create language environment is the key to learn foreign languages in Chinese environment. Any communicative behavior occurs on certain occasions, and the movie shows a real language environment and communicative scenario. By watching the original English movies, students can feel authentic English without leaving home. It is a problem for every English learner to apply the multimedia learning and the image of the film to the English learning, and to optimize the English ability by using the original film. The movie creates a real language environment. This language environment includes voice, culture and thinking. Monasteries in this environment will continue to improve the level of English. Li Wenjing (2010) argues that the original English movie originates from real life and takes the native language people as the object, makes scenes according to people's real life, so it has the authenticity characteristics. On the one hand, the material of the movie is true in language input. The film not only shows us the real words, intonation and phonetics, but also shows us various euphemisms, humorous words, metaphor, pun and so on, which are designed according to people's different identities and different characteristics. On the other hand, the movie based on image shows the real nonverbal behavior. In the film, in order to create a person's image, make the character more consistent with the situation, the actors try to deduce the real and natural nonverbal behavior, that is, the facial expression, gestures and the distance of the speech. Besides, the original English movie as a carrier reflects the western social culture, communication ways and values. By enjoying the original English movies, students

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can get access to the real western culture, and more easily grasp the social rules of real language use. For example, in the film *Forrest Gump*, Gump said he could eat "one million and five hundred thousand chocolate", the word "million" means "a lot of " rather than the real meaning of itself. The analysis of this word shows a more intuitive understanding of the usages of exaggerated expressions in American daily expressions.

B. Diversity of Content and Form

English original films have a wide range of themes, involving people's way of life, thinking habits, traditional customs, religious beliefs and other aspects of the native English speaking countries and various subjects will present different life scenes for the audience, such as meetings, parties, visitors and so on. Through the appreciation of the original English films of different subjects, the students mobilize the corresponding cognitive areas in the brain and understand the differences between the western and Chinese cultures. In the subconscious, the western thinking and Chinese thinking will be compared to improve the ability of intercultural communication. In addition, there are various English original films, not only the teaching software of original English films, but also various online theaters on the Internet, which not only breaks the geographical restrictions of students' learning, but also provides convenience for students to study independently.

C. The Interest of Many Aspects

Movie is not only the carrier of language and culture, but also the embodiment of art. The original English version of the film, with the stereoscopic view, listening and speaking trinity, zigzag or suspense story plot and the feelings and ideas presented, can stimulate students' interest in learning more than any language education material. Krashen, a famous linguist, once pointed out that "the most important thing in language learning is listening comprehension, and listening training should be the first priority." However, in the domestic classroom, because of the lack of language environment, and the weak foundation of the students, they are ashamed to open the mouth and dare not to open their mouth. English original movies, which have various means of information transmission, have been gradually applied to English listening and speaking learning. At the same time, the original English film is the most intuitive and vivid comprehensive reflection of the social culture, life style, custom, culture, history and thinking mode of a nation and nation. It is an important carrier of broadcasting and Broadcasting Language and receiving knowledge by means of multimedia. It can fully mobilize people's sense of vision, hearing and feeling to receive language information. That's why we can see the original movie and improve the ability of English viewing, speaking and speaking. Because the improvement of English listening and speaking ability through the original film can make English no longer daunting or boring knowledge, but a vivid and witty practice. The original English film can also stimulate interest and enthusiasm on the basis of personal interests, such as the humor of the language and the attraction of the plot. The charm of the film is not only to catch the attention of the audience, but also to bring the audience into the language world of the film, because the lines of the original film are all. It's the most authentic English or American English pronunciation. It has the characteristics of pure pronunciation, fast speech speed and accurate pronunciation.

III. CROSS-CULTURAL CONTEXT AND ENGLISH FILM APPRECIATION

Cross-cultural awareness refers to the sensitivity cognition of participants to cultural factors in intercultural communication. Haney divides cross-cultural awareness into four levels: at the first level, learners understand the apparent cultural features of the surface through tourism, magazines, textbooks and so on, but he thinks it is peculiar and not understandable. At the second level, some meaningful but subtle cultural characteristics, which are distinct from their own culture, are still not understood through some occasions of cultural conflict. At the third level, we can understand the subtle and meaningful cultural characteristics from the perspective of cognition, and understand it from a cognitive perspective. The fourth level, through a thorough experience of its culture, has learned to look at the problem from the point of view of the local people, to achieve the understanding it feels and feel, that is, the ability of "Empathy" and "cultural integration". Zhu Ning (2009) argues that movie is not only a carrier of culture, but also a product of culture. Whether it's homemade, Hong Kong and Taiwan movies or European and American blockbusters, classic films often give us a deep impression. English original movies not only reflect the characteristics of the times of the movie, but also enrich the cultural essence of a region or a country. Yan Feng (2010) argues that although the emotion of the final audience varies from person to person, it can be said that the essence of movie communication is the realization of a viewing experience and the transmission function. Through the appreciation of English movies, let us have a close contact and understanding of a distant country, let our thoughts out of the distance from the fetters, and gallop in the foreign culture.

However, for English learners, English film appreciation can not only enhance the knowledge of English, but also need to understand the deep intercultural phenomenon through the surface of the language. Take the movie *Zootopia* as an instance, the movie title is *Zootopia*, which can be split into two English words, zoo and Utopia. Zoo refers to the zoo, and Utopia is a utopian, ideal country. The whole film reflects the social and political problems of the United States with a child's perspective, with profound ideological significance and high artistic value. Judi's inspiring process in a *Zootopia* is a typical reflection of the American dream. What is the American dream? People who have seen *Forrest Gump* know that Gump was not good when he was a child, a leg still had trouble, and some intellectual obstacles, but

he abandoned, did not give up, was brave to insist, and finally got a very high social reputation, this is the American dream. The United States is an immigrant country and can give you a variety of opportunities. No matter your starting point or birth, as long as you work hard, miracles will happen and good luck will come. The American dream is the mainstream value of the American state and the political correctness of the United States.

Second, the two protagonists in the US are not so easy to realize their dreams, because in the United States, all kinds of discrimination are everywhere. In the *Zootopia*, the protagonist Judi came to the police station on the first day, and the leopard officer at the door said, "Oh! You are so cute!" But Judi thinks that it is a kind of discrimination, and maybe some people think that Judi is too sensitive, and this is just a miniature of American social racial discrimination. The innuendo is the discrimination against black people in American society, and there is much discrimination on the basis of racial discrimination. For example, the police director of the police station is very discriminatory to the small rabbit, which is a manifestation of the discrimination against the vulnerable groups by the strong group. There are still some special discrimination in *Zootopia*, such as fox Nick, the other protagonist in the movie. As the fox's reputation in the animal world is not so good, Nick has been laughed at and discriminated against from other animals from childhood, which reflects another kind of discrimination in American Society - stereotypes. One of the most notable figures is the sloth, which is the most classic black humor of the film, ironic of the low efficiency of the US transportation administration.

In addition, in the film *Forrest Gump*, Gump's mother said "Life was like a box of chocolates and you never know which taste you will get." The phrase "Life is like a box of chocolates" is eulogized everywhere. But why do we use chocolate instead of other things here? This requires us to understand the customs and habits of the United States. There are 12 or 24 pieces of chocolate in the United States. Each has a different package and taste, shape and color. There is no sign on the package. It can only be opened and put in the mouth can we know the taste. So, when watching the English original film, it is more important to understand the cross culture phenomenon under the language surface is understood.

The original film is the disseminator of culture. No matter the narrative of the story, the development of the plot and the change of the relationship, there are many places different with Chinese thinking. However, the cultural differences expressed through language can not only be thoroughly analyzed with language analysis, which requires us to understand some of the characteristics of western culture, especially the Anglo American culture. The difference in the way of thinking, language and culture, through a comprehensive understanding of the western history and culture, and the rise of language to the true sense of communication, make English be a bridge and link in cultural communication.

IV. THE APPRECIATION OF ENGLISH FILMS IN THE CROSS-CULTURAL CONTEXT

Gary Weaver (1986) uses iceberg theory to explain the multilevel culture. Like iceberg, culture is composed of "aquatic parts" and "underwater parts". The "water part" is visible, easy to identify and it is a dominant culture, including language, national clothing, architecture, festival customs, and 90% of the iceberg is under the water, is invisible, that is the recessive culture. Recessive represents the spiritual level, which refers to the cultural differences of the ethnic groups, implied differences in beliefs, values and ideology. For English learners, traditional classroom teaching focuses more on the input of explicit culture, ignoring the interpretation of recessive culture.

A. *The Appreciation of Dominant Culture*

Material culture is the most basic communication language in everyday life. More often, it is expressed as a colloquial expression. Only by understanding and mastering these knowledge can we understand the meaning of the film accurately. The appreciation of the dominant culture in English movies can be reflected in the language, dress and architecture of the movie. For English learners, it mainly focuses on the oral expression and some classical dialogue. As long as a little attention is paid to these expressions, diligent in imitation and practice, English learners will make a great progress in the improvement of oral English and the cultivation of cross-cultural awareness.

1. Colloquial expression

Rich spoken English, idioms and slang materials in English movies are the most effective and convenient way to understand the culture of English speaking countries. Many movie dialogues contain a large number of the most vivid words and languages in everyday life in western society. For example, there is a line in the film *Forrest Gump*: From that day on, we were always together. Jenny and. The peas and carrots here is not difficult to understand directly as "peas and carrots", such a hard translation can only make the audience know nothing, and the cause of this phenomenon is the improper understanding of cultural differences. Because in England and America, peas and carrots are often used for cooking together, so they are very closely related. In addition, the dinner scenes often appear in the movie English, in general, will implement the AA, Go Dutch. If you want to pay for yourself, if you ask the other party, according to Chinese thinking habits, we will often think of Let me pay it for you. But it does not conform to the English habit, which is often used in movies: I am buying; This is on me; This is all my bill.

2. Classical lines

While appreciating English movies, we should also analyze and interpret the cross-cultural context behind classical lines. Britain and America have always advocated that life is equal. Freedom is inherent and sacred and inviolable. There are many classic lines in *Forrest Gump*, which are widely praised by Gump. Zhu Ning (2009) argues that Gump's

spirit infects many Americans, and it also makes people realize that as long as they stick to their ideals, wishes will always come true. Gump was inborn with a low IQ, and when he was small, his legs were inconvenient, and his feet were with a few kilograms of weight. But the mother did not abandon it, but encouraged his son to be positive and strong, and told him that "life is the same". In fact, the whole movie is filled with "fool Stupid is as stupid does" and "life is like a box of chocolates, the results are often unexpected" (Life was like a box of chocolates). It also indicates the truth that miracles happen every day if we work hard. The movie is regarded as the representative of the American dream, the American spirit by the American audience.

B. *The Appreciation of the Recessive Culture*

In English films, in addition to the dominant cultural elements, more hidden culture is hidden behind the dominant culture. It is often not seen directly and realized. English films show the cultural characteristics of a country or region through the plot and dialogue of the film, but for English learners, it is also necessary for English learners to understand the deeper hidden culture through these explicit cultures and thus become a successful intercultural English learner. The implicit cultural factor in the original English film is the cultural factor of the spiritual level, that is, the deep cultural factor. It is the core part of the culture, mainly including the outlook on life, the values, the way of thinking, the national character and so on. The concept of value is the core of a society's culture. Because of the difference of political system, there are great differences between eastern and Western values. In the western concept, they advocate individualism and equal rights. Next, from the three aspects of westerners' religion, death and individualism, this paper gives some examples of the spiritual and cultural aspects involved in the movie.

1. The question of religion

The question of religion is an indispensable link in English films. Many religious beliefs are reflected in western movies such as *The Da Vinci Code* and *Se7en* and *Ten Commandments*, and most of the Christian faith, the *Bible* and the ancient Greek mythology of Rome, is the main source of English, so Western English movie always relates to religion. Without understanding the content of some Western religions, the understanding of the original English film is bound to cause obstacles.

2. Attitudes towards death

The eastern and western cultures have different views on the issue of "death". The westerners regard death as part of life, and take a more peaceful attitude towards death. It can be seen from the same scene that westerners choose "churches" for both weddings and funerals. However, in China, the topic of death is evasive and taboo.

In the film *Forrest Gump*, Gump's mother told Gump before his death: Death is just a part of life. It's something we're all destined to. (Death is just a part of life, is the final destination.)

3. Individualism reflected in the film

Americans advocated "individualism" and "freedom" and "struggle", which was widely accepted. As the film *The Shawshank Redemption* is the perfect embodiment of the values of American freedom. Andy, a spokesman for "Hope", has been sticking to his original belief in prison for 20 years. He spent 20 years in the prison wall to dig out a way to light and freedom, and realized his pursuit and yearning for freedom. What brings him infinite patience and strength? It is faith and hope, and most of all is the hero's yearning for freedom behind all these surfaces. All these are the strong longing for freedom in the American bones.

C. *English Movie Appreciation Methods*

The first one, introducing cultural background knowledge to reduce the cognitive impairment resulting from it; for non English majors, cultural background knowledge is a barrier to their better understanding of the content of the language and film. Therefore, at first we should understand the cultural background knowledge involved in the movie. In this way, students can form some conceptual categories before appreciating the film, construct certain background schemas and cultural patterns to help understand and memorize the new information in the viewing.

The second, the combination of purposeful learning and unconscious memory; when you watch a movie, there should be a selective arrangement of learning tasks to comprehend the usage and meaning of the English language in different situations and situations.

The third method is to select the suitable film; first of all, the original film itself has its advantages and limitations, its limitations are that any original film is not used to teach language as its language is very random. And all kinds of speech are adulterate. If we don't analyze it, we will be confused. And for a movie, its scenes and characters have certain limitations. This requires that in the course of watching the original English film, we should choose those films with clear pronunciation, moderate degree of difficulty and related to the content of learning.

The last one is the combination of cultural appreciation and skill training. English films are all based on English - speaking countries and characters, they are deductive of family, life, social problems and love stories of different times. It has great cultural appreciation. It also provides students with the object of observation and the standard model of imitation. In the process of watching, we will unconsciously compare the language knowledge that we have learned with the modes in the movie. The language and customs of the English speaking countries will be compared with their native customs and patterns. Through these observations, imitates and contrasts, we can successfully and maximally approach the original form of the language, and our hearing ability can be improved first. Psychologists believe that all skills that have been formed can contribute to the formation of new skills, which is called "skill migration". Therefore,

the improvement of listening ability will naturally contribute to the formation of speaking ability. When we enjoy the original English movies, we should imitate and do some exercises according to the contents of the movies, so as to achieve the migration of listening and speaking.

V. CONCLUSION

Intercultural communication is based on the communication between groups with different cultural backgrounds. Since the generation of tribal groups and differences in customs, lifestyles and beliefs, culture begins to spread across tribes and forms an early intercultural communication phenomenon in human society. The appreciation of the original English film is a kind of intercultural communication, but the inherent difference between the East and the West leads to the unequal value between some cultural intentions, which affects the audience's profound understanding of the artistic connotation of the film. There are many ways to appreciate English movies and there are different ways of departure. As an English learner, apart from mastering the knowledge structure of English itself, it is necessary to understand the way of life, customs, ways of thinking, the spirit of humanism and the background of values in the context of the English language, and build a sense of cross culture to better understand the original English version. In the process of appreciation of English films, it is not only to understand the culture of surface meaning and dominance, but to see the essence through the phenomenon and to dig out the profound hidden culture and connotation behind the language. At the same time, we should be perceptible to see the new trend of cultural fusion and cultural symbiosis in the communication of western culture represented by English films. It also requires us to be truly based on the thinking mode of our own nation and to integrate the creativity of western culture and Chinese culture after understanding the cultural essence of the concentrated English film.

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Tianyu Wang was born in Jiangsu province, China in 1995. She is currently a postgraduate in the College of Foreign Languages, University of Shanghai for Science and Technology, Shanghai, China. Her major is Master of Translation and Interpretation.

Gaofeng Yu was born in Henan province, China in 1959. He is currently an associate professor, M.A., College of Foreign Languages, University of Shanghai for Science and Technology, Shanghai, China. His research interests include translation theory and practice.

The Relationship between Iranian EFL Teachers' Personality and Their Teaching Preference

Tooba Mahmoudi

Department of English Language, Faculty of Humanities, Islamic Azad University, Marvdasht Branch, Marvdasht, Fars, Iran

Mostafa Zamanian

Department of English Language, Faculty of Humanities, Islamic Azad University, Marvdasht Branch, Marvdasht, Fars, Iran

Abstract—The present study sought to investigate the relationship between Iranian EFL teachers' personality types and their teaching preferences. Besides, it attempted to take the notion of gender into account. The participants included 100 EFL teachers and university instructors from seven English language institutes in Shiraz, and two universities in Fars Province. Availability sampling was used for this aim. The Myers-Briggs Type Indicator (MBTI) questionnaire and Teaching Activities Preference (TAP) questionnaire were used to collect the data. The design of the study was survey method; so, both descriptive and inferential statistics were used. Based on the analyses undertaken, the following results were obtained: 1) there was a significant relationship between the personality and teaching preference, 2) Male and female EFL teachers' (from Shiraz English language institutes) teaching preferences were statistically the same. The results could be used by teachers, university instructors, syllabus designers and, in general, all groups involved in education.

Index Terms—Iranian EFL teachers, teachers' personality, Myers-Briggs Type Indicator (MBTI), teaching preferences

I. INTRODUCTION

Nowadays, academic work in every field of study is extensively linked to real world professional experience and teaching is not an exception to this rule. Thus, in order to have well prepared EFL teachers, one needs to provide real life training program for them. With regard to this, a teacher is always influenced by many factors throughout his or her learning. There is an urgent need to know the role of teachers in pedagogical success and their personality factors. In an EFL classroom, a teacher controls over many factors, such as classroom's physical environment, students' moods and behaviors, the amount of communication between teacher and students which in turn will affect not only students' motivation for English language learning but also their environment and behavior. Moreover, it is necessary for language teachers to investigate how their personality type can affect their teaching preference. With this information at hand, the context of foreign language teaching with regard to characteristics of EFL teachers, their pedagogical success and their teaching preference remains challengeable and needs more practical investigation (Rahimi & Asadollahi, 2012).

Knowing the teachers and their characteristics has become dominant and necessary for better teacher education and pedagogical success in the new educational climate. Research on foreign-language teacher preparation and development has grown toward complexity and sophistication during the last two decades. Knowing teachers' personal and psychological factors is one of the complex areas of teacher preparation and development research (Saha and Dworkin, 2009). Saha and Dworkin (2009), regarding the importance of the issue, consider teachers and their activities for learning processes as the central element at all levels of educational system. Today, teachers are considered as active and decision-makers with different personal characteristics and psychological factors and they are not looked upon as passive figures and only performers of prescribed methods.

Also, gender is one crucial factor which might influence teachers' professional lives in general and their teaching preferences in particular considering their personality and individual characteristics. It is believed that social relations and the dominance of either gender (usually male) affect teachers' lives (Karimvand, 2011). In educational settings, female professionals are usually subordinate to male authorities where professional interactions are usually characterized by marginalization of women (Bartlett, 2005). However, there are few studies which have focused on how gender might affect teachers' choice of different teaching styles the results of which are different (Karimvand, 2011). For instance, Aliakbari and Soltani (2009), in a study of gender differences in Iran, found that Kurdish females prefer active, reflective, sensing, intuitive, verbal and sequential styles except for the visual and global ones. They also found that Persian male EFL teachers and students prefer all styles including active, reflective, sensing, intuitive, visual, verbal, and global except for the sequential one.

The objective of present research, then, was two-fold in nature: It was in some respects confirmatory and, in others, exploratory. Following research questions were considered to be answered.

Research question 1: Is there any significant relationship between Iranian EFL teachers' personality and their teaching preference?

Research question 2: Do Iranian male or female teachers adopt significantly different teaching preferences?

II. LITERATURE REVIEW

Many researches have been carried out so far to investigate the relationship between teaching/learning preference and personality types, either teachers or learners' personality types. For example, Abanador, Buesa, Remo, Mañibo (2014) mentioned "Teaching Methods and Learning Preferences in the Engineering Department of an Asian University", and claimed that this research made an attempt to determine the different methods used by the faculty members and the learning preference of the engineering students that would help in attaining good coordination leading to students' academic learning. Descriptive type of research has been utilized in this study with 100 engineering students as the respondents. The gathered data showed that, professors often used teacher-centered method while content-focused method is considered as the most preferred by the students. From these results, an enhancement program was designed for the students to be able to cope with the teaching styles for their effective learning.

Moreover, in the other study entitled "A Study of Students and Teachers' Preferences and Attitudes towards Correction of Classroom Written Errors in Saudi EFL Context", Hamouda (2011), through using a questionnaire, elaborated Saudi EFL students' and teachers' preferences and attitudes towards written error corrections. The study also aimed at identifying the difficulties encountered by teachers and students during the feedback process. The questionnaire findings of this research revealed that both teachers and students had positive attitudes towards written error correction. The study also showed that while teachers and students share such common preferences as the importance of error correction and the types of errors, there are considerable discrepancies as to the techniques of error correction. For instance, students favor the overall correction, whereas most teachers do not. However, the results showed that students prefer teacher correction to peer and self-correction. Moreover, both the teachers and students encountered a number of difficulties. To solve the problem, some suggestions were investigated.

In another study entitled "Preference-based teaching: Helping students with severe disabilities enjoy learning without problem behavior", Reid and Green (2006) examined a paper that described preference-based teaching, a recently developed means of reducing problem behavior by making teaching pro-grams enjoyable for the students. They explain that preference-based teaching begins with actions taken prior to beginning teaching sessions to set the occasion for an enjoyable student experience. A step-wise process subsequently is used to incorporate student preferences within the teaching process. Brief, preferred activities are conducted immediately before initiating a teaching session to enhance student responsiveness to the teacher. Preferred activities are then built into the instructional process (e.g., interspersing easy instructional tasks or brief breaks), and each teaching session is followed by a highly preferred student activity.

In addition to what was mentioned above, the results of some applied researches have supported the efficacy and practicality of enhancing student enjoyment through preference-based teaching, resulting in benefits for both student and teacher. For instance, Ayadi, Chatterjee, and Woldie (2006) attempted to show whether there is any match between students' learning style preferences to performance on four types of examination questions in a study. The results reported in this study showed that intuitive and thinking students did not perform well on open-ended quantitative test. Moreover, intuitive students were not very good when it came to multiple-choice quantitative test. Finally, feeling and sensing students performed better on multiple-choice theory tests.

A number of studies have also been conducted in the Iranian context. For instance, Ebrahimi (2015) in her research entitled "The relationship between EFL teachers' personality traits emotional intelligence and their job satisfaction" attempted to investigate the relationship between personality traits, emotional intelligence, and English teachers' job satisfaction. This study was made on Iranian English as a Foreign Language (EFL) teachers. In so doing, a sample of 80 EFL teachers, who were teaching English in English language institutes in Tehran, Iran was selected. The participants' views towards their job satisfaction, emotional intelligence, and personality traits were investigated using three Likert-type questionnaires. The results of descriptive statistics revealed that Iranian EFL teachers were not satisfied with school-based and system-based factors of their career. Their satisfaction restricted to the intrinsic factors of their job. The results of multiple regression analyses showed that the personality traits are stronger predictors of teachers' job satisfaction. The study added the potential influence of the personality and emotions in promoting teachers' job satisfaction and a sense of belonging and belief in positive outcomes.

In another study *with the title of* "The Relationship between Iranian EFL learners' and instructors' personality type and error correction Preferences" written by Ranjbar, Zamanian (2014) the effect of personality type on individuals' preferences for corrective feedback on writing was examined. It also intended to find if there is any significant relationship between the most preferred aspect, type, and source of corrective *feedback* and the participants' personality type. To this end, three questions were posed and three instruments were used. The necessary data *were* collected from 41 EFL female students and 9 male teachers of some well-known institutes in Shiraz. *The* results of the study revealed that *there* is no significant relationship between personality type and participants' opinions about method, delivering

agent of error correction as well as aspect of language to be corrected. According to the results of the study both teachers and students agreed that grammatical error in writing should be more focused and the most favored type of corrective feedback was error identification which supplies the correct form and explanation. But teachers and students' opinions regarding the source of error correction were different, the students preferred to be corrected by their teachers while the teachers wanted their students to correct their own mistakes.

A study by Behnam and Bayazidi (2013) attempted to investigate the relationship between personality type of teachers and teaching styles in TEFL Iranian adult context. Forty teachers who participated in this study were teaching IELTS or TOFEL to adult students, over 23. The Mayer and Briggs Type Indicator (MBTI), an instrument based on Jung's personality theory and Grasha-Reichmann Teaching Style Inventory (TSI) were used. Descriptive method and SPSS were applied to get accurate results. The results showed that personality type was not a significant predictor of teaching style. The gender of teachers, moderator variable, showed no effect on teaching style either (as cited in Rauf, 2017).

Gholami, and Gholami (2013) also carried out their study based on Job- Personality theory of Holland and in order to study the personality type of the principals and its relation with job satisfaction of teachers. The hypotheses of the research included. 1- There is relation between the personality type of principals and teachers. 2- There is relation between the personality type of principals and satisfaction of the teachers. 3-the conforming types of principals and teachers have a larger degree of satisfaction as compared with non-conforming types of teachers and principals. 4- Job satisfaction parameters (job success, job compatibility and job motivation) in conforming group is different from that of conforming group. The statistical society of research covered all the teachers and principal in girls high schools of districts 1 and 2 of Eslamshahr which comprised 240 teachers and 20 principals from 20 high schools selected on random sampling method. By the use of research tools (SDS) of Holland and job satisfaction of Berifield and Routh, required information on the above hypotheses was gathered and by the use of statistical tests and Pirrson's correlation coefficient; the information were analyzed. After testing the hypothesis, the first hypothesis was approved and the 2, 3 and 4 hypothesis was refused.

Finally, Alibakhshi (2011) in his article "On the Impacts of Gender and Personality Types on Iranian EFL Teachers' Teaching Efficacy and Teaching Activities Preferences" analyzed the impacts of personality and gender on Iranian English teachers' teaching activities preferences and their teaching efficacy. To accomplish this, 280 male and female English language teachers participated in the study. Myers -Briggs Type Indicator (MBTI), teaching efficacy, and teaching activities preference questionnaires were used. To analyze the data, descriptive statistics and Two ANOVA tests were used. The results of the study showed that ESTJ (extroverted, sensing, thinking, and judging) and ISTJ (introverted, sensing, thinking, and judging) were predominant personality types among Iranian EFL teachers. Results also indicated that both male and female teachers with different personality types have the same sense of teaching efficacy. It was also revealed that gender and personality influence teachers' teaching activities preferences

III. METHODOLOGY

A. Participants

The participants in this study included 100 EFL teachers from 9 English language institutes in Shiraz, south of Iran. Both university instructors and language teachers (from language institutes) were used. The universities and language institutes from which the participants were extracted were as follows: Shiraz Azad University, Marvdasht Azad University and 7 English language institutes including Niayesh, Sobhan, Puyesh, Omid, Andishee Bartar, Nasim and Keyhan. The participants were selected through availability sampling. Both males and females were included in the study. Some demographic information including level of education (B.A., M.A., and Ph.D.), gender, etc. were also included in the questionnaires.

B. Instruments

To start, two instruments were used in this study, 1) The Myers-Briggs Type Indicator (MBTI) questionnaire and, 2) Teaching Activities Preference (TAP) questionnaire. Each of them have been explained completely below.

1. The Myers- Briggs Type Indicator (MBTI) Questionnaire

To start with, as teachers' personality is the most important factor in this study, a psychological test called MBTI which is prepared by Katharine C. Briggs and Isabel Briggs Myer (1975) was given to them in order to indicate MBTI is one of the most widely used psychological tests administrated today and its main objective is to identify basic personal preferences. It groups teaching activities in eight teaching styles: Extroverts, introverts, sensing, intuitive, thinking, judging, perceiving, and feeling types. The questionnaire included 64 items to be rated on a 5-point Likert scale, whereby "1" meant "I don't agree with the statement at all" and "5" meant "I fully agree with the statement". For the sake of validity, the researcher used the help of two experts, each with a Ph.D. degree in TEFL. The experts checked the whole content of the questionnaire and commented on it. And also this questionnaire was used before in some cases. To check the reliability of the questionnaire, the reliability of the personality (MBTI) questionnaire based on Cronbach's Alpha was found to be 0.861 which was high and convenient (above 0.7).

2. Teaching Activities Preference (TAP) Questionnaire

This questionnaire was developed by Cooper (2001) to see how EFL teachers rate a variety of teaching activities in teaching English. He designed the Teaching Activities Preference (TAP) questionnaire to include activities that appeal to specific personality dimensions (Lawrence, 1997, pp. 47-80; Myers & Myers, 1998, p. 265). The questionnaire includes 20 items to be rated on a 5-point Likert scale, whereby "1" meant "I don't agree with the statement at all" and "5" meant "I fully agree with the statement". For the sake of validity, the researcher used the help of two experts, each with a Ph.D. degree in TEFL. The experts checked the whole content of the questionnaire and commented on it. And also this questionnaire was used before in some other cases. To check the reliability of the questionnaire, the Teaching Activities Preference, it was 0.640 which was acceptable. This indicated that both questionnaires were reliable.

C. Data Collection Procedure

To undertake the study, first MBTI, and TAP were administered to 100 EFL teachers at Shiraz English language institutes and two universities. Prior to completion of the questionnaires, the researcher provided the participants with some information on the objectives of the research and on how to complete the questionnaires. Then, the data were extracted from the questionnaires and fed into SPSS (Version 21) for further statistical analysis.

IV. DATA ANALYSIS AND DISCUSSION

In order to analyze the collected data, both descriptive (in the form of frequency counts, tables and figures) and inferential statistics (correlation coefficient, independent t-test) were used to answer the questions formulated earlier in this study. The results of these analyses are reported in details in the following part.

A. Demographic Information

In this section, in order to detect the factors examined in this study, and before addressing the findings related to the research hypotheses, some descriptive data of the study is given. It should be noted that the purpose of this study was, "The relationship between Iranian EFL teachers' personality and their teaching preference" According to this, the independent variable was "teachers' personality".

The sample participants of the present study consisted of 100 EFL teachers (from Shiraz English language institutes) and university instructors (from Marvdasht and Shiraz Azad University) as presented in Table 1.

TABLE 1.
DISTRIBUTION OF GENDER

Gender	Frequency	Percent
Female	62	62.0
Male	38	38.0
Total	100	100.0

As can be seen in Table 1, most of participants were females. Males (38 persons out of 100 (38%)) and females (62 persons out of 100 (62%)). This can better observed in the following figure.

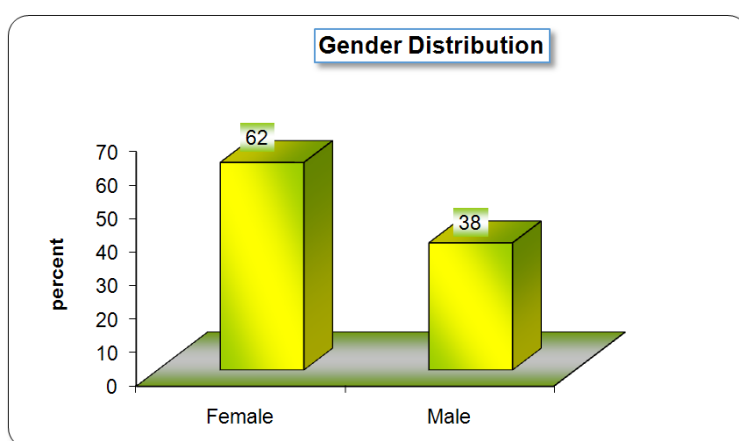


Fig.1. Gender Distribution

As seen in Figure 1, most of the participants were females. Males (38 persons out of 100 (38%)) and females (62 persons out of 100 (62%)).

TABLE 2.
DISTRIBUTION OF EDUCATIONAL LEVEL

Degree	Frequency	Percent
BA	29	29.0
MA	58	58.0
PhD	13	13.0
Total	100	100.0

Table 2 showed distribution of participants based on level of education. As indicated in Table 2, out of the 100 participants in this study, 29 (29%) had a BA degree while 58 (58%) held an MA degree. Finally, 13 (13%) participants held a PhD degree. Hence, the majority of the participants held an MA degree.

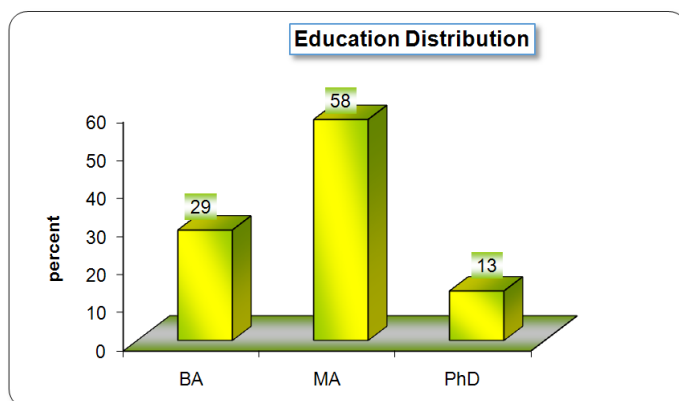


Fig. 2. Distribution of Educational Level

Figure 2 shows distribution of participants based on level of education. In the following part, descriptive statistics can be observed.

B. Descriptive Statistics

The following table illustrates information related to personality and Iranian teachers' teaching preferences.

TABLE 3.
STATISTICS FOR PERSONALITY AND TEACHING PREFERENCE

Variable	Group	N	Mean	Std. Deviation	Skewness	Kurtosis	Minimum	Maximum
Personality	Female	62	221.85	18.119	0.078	0.288	170	259
	Male	38	223.97	27.335	0.308	0.859	163	289
	BA	29	218.86	19.826	-0.223	1.889	163	259
	MA	58	224.19	24.031	0.426	0.868	165	289
	PhD	13	224.31	16.499	-0.277	1.481	189	257
	Total	100	222.66	21.968	0.300	1.251	163	289
Teaching Preference	Female	62	79.29	6.522	-0.004	-0.119	64	95
	Male	38	78.05	5.652	-0.077	-1.026	67	88
	BA	29	78.52	5.488	0.686	-0.094	70	91
	MA	58	78.34	6.345	-0.065	-0.181	64	95
	PhD	13	81.62	6.813	-0.803	0.520	67	92
	Total	100	78.82	6.206	0.016	-0.313	64	95

Table 3 represents statistics for variables Personality and Teaching Preference in different groups. Results indicated that the Personality mean was 222.66 with a standard deviation of 21.968, ranged between 163 and 289. The Skewness was 0.3, in the accepted range (between -1 and 1). The Kurtosis was 1.251 a little above the range. It shows there might be violation of normal distribution. The latter was checked explicitly by the Kolmogorov-Smirnov Test in the next section.

Mean of Teaching Preference was 78.82 with a standard deviation of 6.206, ranged between 64 and 95. The Skewness and Kurtosis were 0.016 and -0.313, respectively, in the accepted range (between -1 and 1).

C. Inferential Statistics

In this section, each research hypothesis had tested either by parametric or by non-parametric statistical tests (correlation coefficient, independent t-test). The parametric tests were more precise but they required that the distribution of the variable be normal. For this reason, the normality of the variable distribution was investigated for different gender and educational level groups by the Kolmogorov-Smirnov Test.

TABLE 4.
KOLMOGOROV-SMIRNOV TEST OF NORMALITY FOR PERSONALITY AND TEACHING PREFERENCE

Groups	Personality		Teaching Preference	
	Z	Sig.	Z	Sig.
Female	0.578	0.892	0.700	0.711
Male	0.826	0.502	0.780	0.577
Total	0.996	0.275	0.797	0.549

Table 4 showed results of the Kolmogorov-Smirnov Test. Since the p-values were greater than 0.05 ($p > 0.05$) for all variables (Personality and Teaching Preference) and in all groups (male, female and total), the statistics were not significant which meant that the distributions were normal. Thus, the researcher could use parametric tests to analyze the research questions of the study. In what follows, each research hypotheses will be repeated and all the analyses pertaining to that hypothesis will be provided.

Research Question 1: Is there any significant relationship between Iranian EFL teachers' personality and their teaching preference?

The scoring system used for the questionnaire was based on the Likert scale. The participants could choose one of the options 1, 2, 3, 4 or 5. To investigate this hypothesis, Pearson's correlation test was used as presented in Table 4.5.

TABLE 5
PEARSON CORRELATION BETWEEN PERSONALITY AND TEACHING PREFERENCE

Statistics	Pearson Correlation	Sig.	N
personality and teaching preference	0.478	0.000	100

As presented in Table 5, the correlation between WTC and EI was significant at the level of 0.01. Thus, there was a significant relationship between personality and teaching preference. The Pearson correlation was 0.478 which is a positive correlation. Two variables were directly correlated, since the correlation was positive. It meant that the personality trait increased with an increase in the teaching preference. This approved hypothesis 1. Hence, the first hypothesis of the study, "There is a relationship between Iranian EFL teachers' personality and their teaching preference." was accepted.

Research Question 2: Do Iranian male or female teachers adopt different teaching preference?

To answer this research question, the independent t-test was used as presented in Table 4.6.

TABLE 6.
THE INDEPENDENT T-TEST FOR COMPARISON OF TEACHING PREFERENCE BETWEEN MALES AND FEMALES

Variable	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference	T	df	Sig. (2-tailed)
female	62	79.29	6.522	0.828	1.238	0.968	98	0.336
male	38	78.05	5.652	0.917				

The result of independent t-test as presented in Table 6 showed that there was no significant difference between males and females in teaching preference ($p > 0.05$). This indicated that males and females teaching preferences were statistically the same. Thus, the second research hypothesis of the study, i.e. "Male and female teachers adopt significantly different teaching preferences." was rejected.

V. CONCLUSION

In this part, each major finding of the study will be discussed under a separate heading. Since, there were two research questions, the results will be discussed under two headings.

Discussion on the first research question: The first research question of the study was, "Is there any significant relationship between Iranian EFL teachers' personality and their teaching preference?" the results of Pearson's correlation test, indicated in Table 4.5, revealed that the correlation between WTC and EI was significant at the level of 0.01. Thus, there was a significant relationship between personality and teaching preference.

The Pearson correlation was 0.478 which is a positive correlation. Two variables are positive correlated, since the correlation is positive. It means that the personality trait increases with an increase in teaching preference. This approves hypothesis 1. Hence, the first hypothesis of the study, "There is a relationship between Iranian EFL teachers' personality and their teaching preference." was accepted. This finding was in line with the resulted reported by Alibakhshi (2011) who showed that ESTJ (extroverted, sensing, thinking, and judging) and ISTJ (introverted, sensing, thinking, and judging) were predominant personality types among Iranian EFL teachers.

The second research question of the study was, "Do Iranian male or female teachers adopt different teaching preference?" The result of the independent t-test as presented in Table 4.6 showed that there was no significant difference between males and females in their teaching preference ($p > 0.05$). This indicated that males and females teaching preferences were statistically the same. Thus, the second research hypothesis of the study, "Male and female

teachers adopt significantly different teaching preferences.” was rejected. Similarly, this finding was supported by the findings reported by Alibakhshi (2011) who reported that both male and female teachers with different personality types had the same sense of teaching efficacy. It was also revealed that gender and personality influenced teachers’ teaching activities preferences.

All in all, regarding the first question, correlation was correlated between WTC and EI which was significant at the level of 0.01. Thus, there was a positive relationship between personality and teaching preference. Those variables were directly correlated, since the correlation was positive. It means that an increase in the personality trait could lead to an increase in the teaching preference. For the second research question, the result of independent t-test as presented in Table 4.6 revealed that there was no significant difference between males and females in teaching preference. This indicated that males and females teaching preferences were statistically the same.

1. Implications and limitations of the Study

Today, academic work in every field of study is extensively linked to real world professional experience and teaching is not considered as exception to this rule. Thus, if we want to have well prepared EFL teachers, use should provide real life training programs for them. Concentrating on the issue of learning, a teacher is always influenced by many factors throughout his or her learning. It does not matter how old the learner is. The teacher learns or boosts his or her learning through the environment.

First, it not only verifies the efficiency of teachers’ personality and their teaching preference in real practice, but it makes an attempt to consolidate the theoretical bases of the approach and provide evidence both for its dependability and credibility. Second, the findings can be insightful for teachers and practitioners as well as the researchers and scholars undertaking research in second language pedagogy. Language schools and universities, particularly, may enjoy the findings of the present study in designing syllabi and evaluation. Educators can benefit from the results in that they can adapt them to their own practices in classrooms, their own lesson plans and even the syllabi and course examinations.

In the present research, the researcher faced a number of limitations a brief account of which has been provided below. Firstly, due to time limitation only two independent variables, namely gender and teachers’ personality, were included in the study. Secondly, seeking the cooperation of teachers in some institutes was really a hectic job for which reason availability sampling was used to select the participants in this study. This sampling technique has its own drawbacks and one of them is limited generalizability. Had the researcher used other more objective sampling techniques, the results could possibly have changed.

The third limitation this study was faced with was that only Myers-Briggs Type Indicator (MBTI) questionnaire and 2) and Teaching Activities Preference (TAP) questionnaire were used to collect the data from the participants. Had the researcher added other instruments as well, more interesting results could have been obtained.

2. Suggestions for Further Research

Using the findings reported in the present study, other interested researchers can undertake other researches few samples of which have been listed below:

Further researchers can duplicate the present research with extra independent variables, e.g. social class, types of motivation, the teachers’ mother tongue, etc. They can use other tools like semi-structured interviews or even include sort of treatment in their study.

Future studies can collect information from both teachers and students. For this purpose, of course, a modified version of the questionnaire would be required. In addition, since the present study was undertaken among EFL teachers, other researchers could make a comparative study between EFL and ESL teachers or between EFL and Native-speaker teachers.

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Tooba Mahmoodi was born in Larestan, Iran on April 22, 1990. She holds an MA in English Language Teaching from Azad University of Marvdasht, Shiraz, Iran. She lives in Shiraz and received her BA in English Language and Literature from the Zand Institute of Higher Education, Shiraz, Iran in 2015. Her main areas of interest include Linguistics, Pragmatics and English Language and Literature.

Mostafa Zamanian was born in Kazeroon, Iran on 1955. He holds a PhD in English Teaching, from USA. He received his BA and MA in the field from USA, in English Teaching. Besides teaching various courses of EFL at some universities, he is the assistant professor of English in Islamic Azad university of Marvdasht. His main areas of interest include English literature, linguistic. He has got 30 more papers published in the field.

A Study of the Current Situation and Countermeasures of Medical English Talents Training Based on KAQ Education Mode^{*}

Yuan Kong

School of Foreign Languages, Jining Medical University, Jining, China

Abstract—In order to cope with the challenge of medical English education, based on reading and researching related data in English Majors in medical colleges and analysis of the current situation of English training in medical colleges in China, this paper explores the medical English specialty cultivation mode, and provide a theoretical reference for the relevant departments to implement education reform. Through the actual investigation, a medical college is compared with other professional medical college English curriculum education system, training system and student satisfaction and opinions on the stage in order to explore the status of English medical personnel professional training. Then, it puts forward the integration methods of medical English training and advice of KAQ model. The aim is to provide theoretical basis and practical guidance for the training of medical English professionals with comprehensive development of knowledge, ability and quality.

Index Terms—medical English, KAQ education mode, current situation of talents training, countermeasures

I. INTRODUCTION

The current countries have established closer ties in all aspects of the global integration of economy, education and culture. In recent years, with the continuous improvement of China's comprehensive national strength, there is an increasing number of academic exchanges with foreign medical fields. In the medical system, medical and health departments, pharmaceutical enterprises and related units all need compound talents who are proficient in both English and medical knowledge. Medical English professionals are one of the important ways to promote academic exchange in international medical field, and play a vital role in further strengthening the development of medical field in China. Therefore, it is very important to explore and cultivate high-quality medical English professionals in medical colleges. At present, many medical colleges in China have set the direction of medical English majors. we have obtained certain achievements, but generally speaking, the medical English Teaching in China are not perfect, the degree of attention in the school, the design of textbook, teaching mode and the development of teachers and other factors restrict the medical English teaching and can not meet the employers' demands. In order to achieve the goal of training comprehensive medical talents, universities have made efforts in all aspects, especially in curriculum design, seeking various theoretical supports, including ESP (English for Specific Purposes) teaching theory and so on. Although medical English teaching is faced with many difficulties and limitations, we can still achieve the goal of medical English teaching by integrating teaching resources, developing teaching ideas and exploring students' self- learning potential.

II. DEFINITION OF THE RELATED CONCEPTS

A. KAQ Personnel Training Mode

KAQ talent cultivation mode is produced in the big background of contemporary educational reform. KAQ mode is the comprehensive training model of "Knowledge, Ability and Quality". Knowledge, ability and quality are three complementary and inseparable. Knowledge is the development of talents. It is an effective carrier of ability and quality, including scientific and cultural knowledge, professional basic knowledge and professional knowledge, and knowledge of adjacent disciplines. The acquisition of ability is based on a certain amount of knowledge and practical training as the main training means, including the ability to acquire knowledge, the ability to use knowledge and the ability of innovation. Quality is the whole reflection of thinking and behavior, a comprehensive reflection of knowledge, ability and quality of sentiment, mainly through the understanding and practice of the individual, the acquisition of knowledge,

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ability and internalization of people's mind, the formation of sublimation of quality and accomplishment more stable to promote the expansion of knowledge and ability and enhance.

The practice has proved that KAQ application of personnel training mode is to develop a solid foundation, wide vision, has certain innovation ability and comprehensive ability, but also have high quality. KAQ is not only applied to medical and health information management specialty, but also widely applied in other professional talents training. Facts show that KAQ application talents training is successful.

B. Medical English Majors

Medical English major is medical and English mixing, medical English specialty refers to “on medical English Majors” medicine and English context is the professional qualities, the training objectives of the compound is medicine and the knowledge and skills of English. English Majors in medical colleges and universities are important ways to promote academic exchanges in the international field of medicine, and play a vital role in further strengthening the development of domestic medicine. It is urgent to train high-quality medical English professionals. Many medical schools have set up English Majors in medical direction, aiming at training compound talents of “English + medical + X”, adapting to the trend of international medical modernization, and meeting the trend of higher education. The medical English major has two notable characteristics: practicality and professionalism. The medical English compound talents that the society needs should have the knowledge of medical and English teaching, strong practical ability and high comprehensive ability.

III. SOURCES AND METHODS OF RESEARCH

A. Source of Information and Data

The curricula and training methods of various medical colleges and universities are derived from the official websites of various schools and related network platforms.

Questionnaires were used to investigate the degree of satisfaction of the current education mode and the training of medical English professionals by e-mail or on-site distribution.

The interview data came from the teaching teachers and the students work management teachers of the Foreign Language College of a medical university.

B. Research Methods

The survey was conducted mainly through field investigation and e-mail. A student contacted with a Foreign Language College of a medical college was sent a questionnaire through e-mail. The questionnaire was collected for a week. A total of 100 copies of paper and web questionnaires were collected, and the data were preprocessed. Then, EpiData3.1 software was used to build and store data. Finally, SPSS17.0 software was used for statistical analysis.

This interview is a course teacher and student management teacher in a Foreign Medical School of a Medical University, including English teaching and research section teachers, medical English teaching and research section teachers, and students work management teachers.

IV. INVESTIGATION RESULT AND DISCUSSION OF THE PRESENT SITUATION

A. Medical College English Major Curriculum and Educational Model Comparison

This study collected information on the curriculum of English majors and the training mode of talents in several foreign language colleges of medical universities.

The following conclusions are made by comparing the training objectives and employment direction of several colleges and universities. First, when training medical professional English talents, all medical schools aim to cultivate compound talents with both English professional ability and medical professional ability. Second, some medical colleges and universities pay attention to the training of English ability, grant the degree of literature, and some pay attention to the cultivation of medical professional ability. Third, from the direction of employment after graduation, some school employment areas tend to be more medical institutions, while other medical English majors have similar employment orientation with language majors. This shows that the specialty of medical English is not distinct, and there is no obvious difference to the training mode of the conventional English major. Fourth, according to the social demands and the talent of its own development characteristics, some training objectives are in line with the concept of the cultivation of medical talents of English. However, because of college teachers, curriculum systems and teaching organizations and teaching methods such as uneven levels of development, they seriously restrict the development of the concept of culture.

According to the investigation of the English major courses in several medical colleges and universities, the following conclusions can be drawn. First, in the course setting of medical colleges, English majors account for the largest proportion. Second, in some colleges and universities, the proportion of comprehensive quality courses in all courses is second to the English major courses. Third, the basic medical courses of most medical colleges and universities are less than 15%. Fourth, some medical colleges and universities set up a small number of practical courses, and some colleges and universities are not set up. Fifth, in the course of curriculum, there is a general problem

of imperfect curriculum system and the disproportions of the proportion of English and medical courses.

B. Questionnaire Survey

1. Basic situation of the students investigated

In order to better understand the students' perception of the process for medical English education, this study through the on-site questionnaire and network questionnaire investigated the College English Majors in a medical (Medical English direction) students in the school and the graduate students of a total of 100 people (not chose the Junior a reason is its unfinished curriculum, can't give a comprehensive evaluation). Among them, 61.86% are girls and 38.14% are boys.

2. Analysis of results of the survey

a. The degree of satisfaction of medical English students to knowledge training

The survey shows that the degree of knowledge acquisition satisfaction is more consistent with the high and low ratio of curriculum setting. First of all, in a Medical University, the satisfaction in Medical English students for English Majors (Medical English direction) are common (<59%), the proportion of the degree of satisfaction with the setting of professional courses shows consistent characteristics. Generally speaking, knowledge acquisition still needs to be strengthened. Secondly, the satisfaction degree of the comprehensive quality courses is the highest (> 81%), which is closely related to the higher proportion of the comprehensive quality course of foreign language majors in a medical university. Again, the basic medical courses' satisfaction is relatively low (<38%), a medical university has fewer courses on the related knowledge of medicine, including the introduction of basic medicine, clinical medicine course, only accounted for 5.32% of the total hours; a small number of courses will inevitably lead to that medical professional knowledge teaching is only limited to the basic knowledge of rough and plain, not involving technical skills. In addition, a foreign language specialty in a medical university did not set up practical courses. Through understanding, we know that there are a few practice opportunities in the learning stage, such as paid internships in the US, but they are not systematically planned, and the low degree of students' participation leads to their lowest satisfaction (<14%). Finally, in terms of knowledge acquisition satisfaction, men and women show a same trend in general. To sum up, in the field of knowledge acquisition, especially medical and practice courses need to be increased.

b. The degree of satisfaction of medical English students to train ability

The survey found that through four years of study, it is common to develop a strong English ability, the degree of satisfaction is the highest (> 83%). But the medical professional ability is poor, the degree of satisfaction is the lowest (< 12%), the results which compare with the conventional English Majors (Language) has no advantage, and also reflects the problem that current curriculum system is unreasonable. Secondly, the degree of satisfaction of organization ability (>51%), the degree of satisfaction of communication (> 67%), which means that the current training mode for students' organizational communication ability is greatly improved, especially rich activities in the second classroom, such as the English Drama Festival, it has greatly promoted the ability of organization and communication. Again, the satisfaction of innovation ability (< 36%), strain capacity satisfaction (< 16%), which is related to the lack of professional practice courses, the training of strain capacity and innovation ability is not enough, the ability of practice needs to be improved, men and women show a same trend roughly.

c. The degree of satisfaction of medical English students to quality training

The survey found that through the current training mode, the students' recognition for these qualities is stronger, and the moral quality is the highest among them (> 90%). Secondly, responsibility satisfaction (> 82%), the collective sense of honor (>77%), which is closely related to the rich activities in second classroom, such as English Drama Festival, New Year party, English corner and English speech contest, through participation in the activities, the collective sense of honor and responsibility has been greatly improved. Thirdly, the lowest degree of initiative satisfaction (< 51%), especially for girls, who think their aggressive mind need to be promoted accounts for 58.14%, which means that students in this field generally have low competitive consciousness. Finally, and there were significant differences in the two aspects of cooperation consciousness and positive psychological adjustment, the boys have a higher sense of cooperation, the girls have better psychological adjustment quality, which is closely related with the physiological and psychological differences between men and women. It also shows that promotion of the comprehensive quality is very large.

d. The expectation and suggestions of medical English students to the existing training methods

Through to the senior school students for the future direction of the employment expectations, the evaluation of work in current situation from the graduates, we found that the number of graduated English students who engaged in medical professionals from a medical university is rare, employment units mostly are secretarial, translation, tourism management, etc.. And senior students in the school currently are in the process of employment. According to the employment situation, the target unit and the actual employment units are different, many students targeted employment units are medical institutions, because of its medical professional skills is not strong, resulting in the final choices are non medical establishments. Most students mentioned less medical courses (Cheng & Zheng, 2012). They hope that the school can optimize the curriculum and deal well with the relationship between medical courses and English courses, so as to promote students' comprehensive training of knowledge, ability and quality. In addition, the practice base without professional counterpart is a common concern for students.

According to a survey of English students in a Medical University, we can draw the following conclusions: first, the

acquisition of English knowledge is better, through four years of study, they reserved a solid knowledge of the English language, and developed a strong professional English ability, but the lack of medical courses, which led to professional medical knowledge and medical knowledge ability is obviously insufficient. The acquisition of medical knowledge also needs to be improved. Second, the major does not open the practice course (Li, 2014). There is no practice base, graduation practice requirements and participation is uneven, resulting in students' practical ability, especially strain capacity and innovation ability is generally low. Third, after four years of study, a better comprehensive quality has been trained, but there is a lot of room for promotion in the sense of cooperation and positive psychological adjustment. Fourth, due to the lack of medical knowledge, there is a big difference between students' employment expectations and practical work. Graduates rarely engage in medical and health systems, and employment units are roughly the same as regular language majors, without obvious competitive advantages.

C. *Personal Interview Results*

The object of this interview was the medical English major of a Medical University, the teacher of the English course, the teacher of the medical course and the management teacher of the student. The main content of the interview is aimed at the training objectives, teaching methods, training methods, curriculum settings and training programs of medical English majors.

The interview found that several teachers were basically consistent with the current educational methods and the knowledge of medical English professionals. Some valuable suggestions are given in the current education scheme, the training mode and the course setting of colleges to universities. Firstly, we should strengthen the construction of teaching staff so as to improve students' satisfaction with teachers' teaching and evaluate their teaching ability, so as to enhance their interest in learning and improve their teaching quality. Secondly, we should enrich the way of teaching, increase theory and practice teaching curriculum proportion, teaching knowledge is not confined to the textbooks, not limited to "the teachers speak, the students listen" mode, improving students' enthusiasm and participation, strengthen the teacher-student interaction, such as let students go to explain their point of view and changing the roles between teachers and students etc. Thirdly, we should enrich the way of examination and lay stress on the training of students' practical ability and comprehensive quality. Besides the traditional closed examination method, we should conduct examinations in various ways, including curriculum assignments, speeches and exhibitions, and practical operations. Fourthly, in terms of curriculum design, the proportion of English curriculum system and medical curriculum system is incompatible. The lack of medical knowledge can not achieve the goal of compound talents who master both English knowledge and medical knowledge. We should highlight the characteristics of medical English and increase medical courses. Fifthly, they think that the construction of practice base is very important, through internships, students from the campus learners gradually transformed into a social participant. It is an important way to transform book knowledge into social practice ability; it is an important part of internalizing knowledge, strengthening ability and improving quality; it is essential for the cultivation of students' knowledge, ability and quality (Li & Xu, 2015).

V. KAQ-BASED TRAINING PROGRAM FOR MEDICAL ENGLISH MAJORS

A. *To Make Clear the Goal of Training*

In the process of training talents, the purpose of professional training is the role of the compass. Through the preliminary investigation and the employment situation in other units, from the current medical English Majors' employment intention, we found that who desire to engage with the medical and related work is of the higher proportion of graduates, but from the graduated situation, the direction of most of the graduates and the conventional English majors is similar, a few graduates engaged in other occupation, such as pharmaceutical sales representatives, civil servants and so on (Liu & Li, 2013). There is still a certain gap between the intention of employment and the actual employment situation. Therefore, in order to enable students to survive in a highly competitive market, schools must understand the needs of society and students' needs, and rationally adjust their training objectives.

As the key factor in the process of talent training, the training goal of the professional needs is to be formulated according to the characteristics of the University, the social needs, the quality of the source and so on. The goal of developing medical English talents is to clarify or solve the problem of attribute of medical English. It belongs to the humanities, namely, English major (medical direction), or medical science, or medical English. The quality of the subject will help the major to make a clear direction in the professional content and the focus of training. At the same time, only 25 (50%) of the 50 medical colleges and universities set up medical English majors were targeted at the training of compound talents, and most of the training objective of most colleges and universities were singled out as application oriented and academic or target unclear. On the one hand, it shows that there are some deviations in training objectives of some medical schools in China, which may be related to the late start of professional construction. On the other hand, it shows that some medical schools do not pay enough attention to the goal of talent training. Medical English majors in Chinese medical colleges and universities as interdisciplinary majors, the goal of training talents is different from that of the regular English and medical majors, mainly reflected in the basic ideological and moral quality, solid English basic skills, strong application ability of English major medical knowledge and physical and mental health of five aspects (Ma, 2011).

Therefore, after extensive and detailed investigation and research, combined with the KAQ model, the talent training

objective of medical English, we should train the students who adapt to China's socialist modernization, with strong comprehensive ability of English and medical knowledge, more comprehensive and more humanistic literacy, in education and scientific research, health and other departments engaged in translation, research, teaching and management. The training contents of the professional specialized research include medical knowledge and skills of English language training in English, solid knowledge, basic medicine, clinical medicine, computer science and other knowledge, skilled use of English in the field of medicine and medical science research work.

B. To Optimize the Curriculum System and Build Professional Features

1. Characteristics of specialty course

The curriculum should highlight its characteristics. The general trend of development is to connect with the reform of the national medical English Major Curriculum Model, in order to adapt to the social needs of the quality of medical English talents, to meet the need of market employment, to set up a course setting model suitable for and conforming to the goal and orientation of the training of the school talents. According to the two characteristics of the medical English specialty, which is practical and professional, the professional features should be highlighted during the course setting and teaching process. According to the current needs of society for talents of medical English, in strengthening the cultivation of English application ability and professional curriculum setting has interdisciplinary characteristics, medical, social and cultural knowledge into English teaching system, such as setting up medical literature retrieval, medical English translation, medical English writing, medical English reading courses, enhance the students' comprehensive quality and practical ability. At the same time, we can also set up relevant practice projects according to student interest, expand students' related professional knowledge, stimulate students' autonomous learning, and promote students' personalized learning. It will lead the students to find a new way of understanding medicine in the English language context, and improve the practical application ability of listening, speaking, reading, writing and translation in the field of medical English (Mou & Zhang, 2013).

2. Rationalization of curriculum system

Medical English is derived from ESP. As a branch of ESP, medical English courses reflect the integration of English and medicine and have strong professional attributes. Therefore, only when the curriculum is optimally optimized, can students achieve effective learning goals in a limited time, so as to cultivate talents who are proficient in both English and medicine. English curriculum should contain English listening and speaking, reading and writing in four aspects of professional skills courses and professional knowledge of English curriculum, emphasize the mastery of English skills. Medical courses include basic medical knowledge and emphasize women and children inside and outside, and lay a solid foundation of medical knowledge. Medical English courses include medical English translation, medical English writing, English reading training courses, emphasizing on medical knowledge of English proficiency (Wang, 2014). Quality courses are mainly for public courses in the humanities and Social Sciences, cultivating students' comprehensive quality. In the teaching process, pay attention to the basic English ability of low grade to start training, to gradually improve the cultivation of medical English and mutual penetration ability, in the professional curriculum should highlight the ability to use English language, but also to strengthen students' basic medical knowledge. Ultimately, students will have good intercultural communicative competence, medical literature reading ability, medical translation ability and medical oral communication ability, which is the training content of specialized courses. We should train talents with solid English language and basic knowledge and skills in medical English. In addition, medical related limited elective courses can be offered. By studying these courses, students can master and understand basic medical knowledge, meanwhile, strengthen the practical application ability of English language in medicine, and improve their knowledge structure.

3. Individualization of elective course

Nowadays, the system of credit system, which takes the elective system as the core, is widely used in the professional curriculum of colleges and universities, with flexible learning time and selective selection of course contents (Wang & Ni, 2012). On the basis of ensuring professional required courses, students combine their own understanding and interest, willingness to chose courses. Elective courses are actually personalized courses for each student. Too many required courses, the students themselves want to learn or expand the relevant professional knowledge of the opportunity or time and energy is not enough, the students to be trained. In order to deepen and expand students' academic foundation, professional knowledge and related knowledge, to expand and deepen the students' professional knowledge, meet the students' personality development, hobbies, specialty training, school should have various types elective courses, at the same time in the teaching plan properly increase the proportion of elective courses to students. Such as the creation of about Social Sciences, humanities, natural science and other types of courses, the sciences and humanities, interdisciplinary elective courses showing the characteristics of multi subjects and interactivity, optimize their knowledge structure, broaden the students' professional knowledge, stimulate students' innovation consciousness, cultivate talents.

C. To Reform the Teaching Mode and Improve the Quality of Teaching

1. To strengthen the construction of teachers

The introduction of high-level talents is one of the main ways to build up teaching staff. Especially in high-level medical education and research institutions abroad, they have solid English knowledge and medical knowledge. It can

play an immediate role in the teaching, medical and scientific research of the imported units. Colleges and universities can introduce high-level talents as an important means to strengthen the construction of teaching staff, expand the scale of talents, improve the overall quality of talents and optimize the structure of talent team. The introduction of talent to adhere to introduce the principles should be based on the discipline construction and personnel training, taking into account the status of the teaching staff structure and development planning, focusing on the needs of multi-level, making the introduction of talent system and preferential policies, broaden the channels for the introduction, the introduction of strict mark, vigorously the introduction of all kinds of talent shortage discipline. For the talents introduced, we should provide a good environment for their work and life in the unit and give full play to the role of talents (Zhang & Zhao, 2014). At the same time, using the rich experience of these high level talents in scientific research and teaching, we will gradually promote the development of the original teaching staff.

To strengthen the construction of teaching staff, we should pay attention to synchronizing the introduction of talents with their own talents training. We should attach importance to the introduction of high-level talents, give full play to the role of the imported talents, and also emphasize the training of their own talents, so as to fully mobilize the enthusiasm of their talents. Therefore, medical colleges and universities should transform the medical English teachers from the following aspects to the compound medical English teachers as soon as possible. One is to adopt the method of self-cultivation and carry out the system of inner school training. Universities can send in medical teaching experience, has the solid medical knowledge background of teachers on the teaching of basic English teachers of this school are appropriate training to enable them to master some basic knowledge of medical professional as soon as possible, but also can be related to the ability of English training for medical teachers, improve their professional English ability. In addition, we should pay attention to cultivate young teachers, encourage medical colleges for undergraduate clinical medicine professional and good at English medical students studying for a master's degree in English major of medicine, provides effective way to solve the medical English teachers lean phenomenon. The second is to use the way out to establish a joint training system outside the school. Universities can send medical English teacher of the school to carry out good teaching learning from domestic and foreign colleges and universities, or to the medical unit, teaching foreign language education research institutions to study or to visit the exchange, broaden the horizons of teachers, teaching methods and learning foreign advanced methods, comprehensive teachers of English Majors of higher medical teaching ability and comprehensive quality. The third is to invite the experts and scholars from different universities, foreign language teaching experts and foreign counterparts to host seminars or forums in order to provide training and guidance for teaching theories and research methods, and provide the latest medical English information.

2. To perfect the system of teaching management and adhere to the system of teaching supervision

The perfection of teaching management system is a powerful guarantee for ensuring the quality of teaching and achieving the goal of personnel training. Its scientificity, rationality and normalization will have a significant impact on the whole process of teaching management. Teaching management system is an important factor for a series of teaching measures to be carried out smoothly. Therefore, it is necessary to consider all aspects of its factors and not blindly copy other units' rules and regulations, and combine their own teacher resources, hardware facilities and student quality. The development of teaching management and improvement of the system should be based on the concept of "training for the students, education for the students", the staff and students to participate in the development and perfection, we must pay attention to teaching management and students and listen to their views and opinions, fully mobilize the enthusiasm of the teachers focus on teaching enthusiasm and students' learning autonomy. Respect and protect the autonomy and creativity of teachers and students. We must adhere to the reform and innovation of teaching management system, adjust curriculum settings, teaching means and assessment methods according to the training objectives of compound talents, establish and improve the evaluation and supervision mechanism, and constantly improve the quality of teaching. The implementation of the system is more important than the formulation. A perfect teaching management system needs the common execution of all the teachers and students to ensure the smooth implementation of the personnel training. Therefore, the relevant teaching units should conscientiously implement the teaching management system, so that it can not become a mere scrap of paper (Zhou & Cao, 2013). At the same time, we should set the system to implement, make the teaching management rules for all aspects of comprehensive, take full control of the teaching process, ensure the teaching adapting to the school's standards, effectively guarantee the teaching management mechanism and improve the quality of teaching.

3. To improve the teaching conditions and create a good learning atmosphere

School teaching facilities complete degree is directly related to the quality of teaching and training students. After entering the University, students' learning content in classroom is far from enough to meet their needs. A large amount of extracurricular resources can help students deepen their learning and understand related knowledge in other disciplines. At the same time, the diversified means of classroom teaching will also arouse the students' interest in learning. Therefore, it is imperative to increase the input of teaching resources and equipment. We need to update multimedia devices to meet the needs of classes, expand libraries and electronic reading rooms, and constantly update books, so that teachers and students can understand the progress of Frontier Medical Information in time. At the same time, in order to meet the needs of modern medical education, we should strengthen the construction of laboratories, classroom and multimedia classrooms, and improve the comprehensive quality of students with modern teaching techniques and means. With the increasing number of students, the living environment of students should be further

improved and matched, and the life management system should be perfected to ensure that students learn in a comfortable and safe environment.

D. To Set up and Perfect the Practice Base and Set up an Internship System

The training of ability can not be confined to simple classroom teaching. In KAQ mode, the ability training requires students to improve their abilities both inside and outside class, and at the same time, promote the combination of knowledge and society. Practice as a link of students' training, it is an important way to internalize knowledge, enhance ability and improve quality, and is an important opportunity for learning and training before entering the society. It provides a good knowledge examination place. As an English for special purpose, medical English is a specialized and practical subject. It needs to be tested and consolidated in practice. In practice, we should pay attention to professional characteristics, choose professional counterparts or positions as practice units, provide practical opportunities for combining professional knowledge with practical problems, and integrate Book theoretical knowledge into practical work. In practice, we will encounter some problems that we haven't met before, or we can't learn from books or apply advanced knowledge, but these problems will enrich or modify the viewpoints in books, enrich and improve our knowledge structure. According to the survey, a medical university has no counterpart of the practice base, and the students are facing severe employment pressure and study and misunderstanding of the practice, lead to poor participation and enthusiasm in students, leading to the failure to fully exercise the ability of social practice, so that in the formal work competency is poor. Therefore, to guarantee the effect of internship, we first need to build an internship or practice base for medical English majors, enrich the diversity of practice units, and break the restrictions of past professional practice contents and management, so as to reduce students' passive practice. The basic coverage of students' employment coverage is relatively wide, and students can also find their own internship units according to their own characteristics and employment intentions. Secondly, to establish and improve the practice system, including the management system and the assessment system. The college should carry out the whole process of student internship throughout the whole process of student internship, internship time, internship content and practice discipline, strengthen the supervision of student teachers, and eliminate the phenomenon of going through the motions and cheating. In order to ensure the quality of students' practice, there must be the examination system, after the end of the internship, internship for students to carry out a full range of understanding, evaluation of training results, rewards and punishments (Zhu & Kui, 2012).

E. To Construct a Diversified System of Student Evaluation

The evaluation system plays an important role in the process of personnel training. Effective evaluation system can not only test teachers' teaching results and test students' learning outcomes, but also better stimulate students' learning enthusiasm. According to the survey, a medical university English professional examination by using the traditional theory based assessment, students only learn from books, students generally lack of innovation ability and strain capacity. In order to improve the students' learning enthusiasm, the evaluation system of students' learning results should also be diversified. In addition to the traditional theory of theoretical examination and evaluation, the proportion of comprehensive evaluation can be increased and individualized evaluation is added to the students. According to the training objectives of the professionals and the characteristics of the students, we can carry out the second classroom activities, such as English Drama Festival, medical English Translation Contest and other special activities to encourage students to actively participate in, and for outstanding students in recognition of academic achievement evaluation, as in addition to outside scholarships and other awards of the comprehensive ability evaluation index in order to promote the development of students' comprehensive multi-level.

In addition, to establish a talent tracking mechanism to assess the effectiveness of training for graduates in school. As a newly emerging specialty with limited time and lack of relevant experience, we should keep abreast of the trend of graduates majoring in medical English and understand their social adaptability and social participation. To establish a complete tracking mechanism of talents according to their jobs in the dynamic behavior, further revision of medical English professional training objectives, clear professional training concept, perfect curriculum system, improve teaching methods, optimize the training mode of talents training in medical English, with English and more full of medical knowledge, medical English talents comprehensive strong practical ability and high quality. Personnel training mode to a certain extent determines students' competency, reaction mode of talent cultivation effect of graduate students competency level to a certain extent, through the understanding of graduates can promote the talent training mode of the dynamic improvement, so as to promote students' competency improving, develop circular development mode to optimize talent.

VI. CONCLUSION

To sum up, English Majors in medical colleges and universities are important bridges to communicate with each other in the field of medicine, which will directly relate to the development of Medical Science in China. At present, medical English majors have been set up in many medical colleges and universities in China. At the same time, the training mode of medical English talents which are suitable for each other is also put forward. Medical English professional personnel training mode of talents training mode based on KAQ. With the internal and external

requirements of talents of English medical professional development, it can develop a more complete English medical knowledge and talents, strong practical ability and high comprehensive quality, promoting the development of domestic medical industry. It plays an important role in the international academic medicine the exchange, and meets the needs of social development. English medical professional training talents meet the needs of social development, with the continuous optimization of talents training model of medical English. It is bound to promote the emergence of a large number of Chinese medicine and the world medical related personnel, so as to further improve China's pharmaceutical development level. It provides theoretical and practical experience for the establishment of an extrovert, compound and applied English major training system in the future.

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Yuan Kong received her M.A. degree in linguistics. She is currently a lecturer at the School of Foreign Languages, Jining Medical University, Jining, Shandong, China. She teaches various subjects including: English intensive reading, English extensive reading, listening, nursing reading and so on. Her research interests mainly include English language teaching, applied linguistics, cross-cultural communication, etc.

Review on Incidental Vocabulary Acquisition through Reading*

Shan Liu

Hangzhou College of Commerce, Zhejiang Gongshang University, Hangzhou, China

Abstract—The teaching and research of vocabulary acquisition, after having been neglected for decades in the arena of second language teaching and learning, has assumed its rightful place as a fundamentally important part of language development. Much research has been done on second language vocabulary acquisition. Among them plenty of studies have been conducted to find out how to enhance incidental vocabulary acquisition through reading. In the present paper, related research has been reviewed and evaluated, providing helpful information for future research.

Index Terms—incidental vocabulary acquisition, reading, review

I. INTRODUCTION

The teaching and research of vocabulary acquisition, after having been neglected for decades in the arena of second language teaching and learning, has retaken its rightful place as a fundamentally important aspect of language development. Vocabulary is a central and important component in second or foreign language acquisition (Aitchison, 1987; Coady and Huckin, 2001; Gass and Selinker, 1994; Laufer, 2002; Laufer and Nation, 1995; Lewis, 1993; Nunan, 2001).

It can be said to be a “unique window on the process of acquisition for language as a whole” (Harley, 1995 cited in Liu, 2006) and it is always a “prerequisite to the performance of language skills” (Nation and Waring, 2002, p6). McCarthy (1990) holds that even if a student has mastered the grammar and the pronunciation well, he or she is unable to convey a wider range of messages without vocabulary, and consequently, the purpose of communication in a second language just cannot be achieved in any meaningful way. The same opinion has also been expressed by others scholars such as Widdowson (1978) and Wilkins (1972). Widdowson (1978) claims that it is probable for native speakers to understand ungrammatical utterances with accurate vocabulary, but it is very difficult for them to figure out utterance with accurate grammar but inaccurate vocabulary. One of Wilkins’ often cited opinions is that we could convey very little if we do not know grammar, but nothing could be conveyed if we do not know vocabulary. Other often cited statements emphasizing the importance of vocabulary learning include “Language consists of grammaticalized lexis, not lexicalized grammar” (Lewis, 1993, p89) and “Grammar provides the overall patterns, vocabulary the material to put in the patterns” (Cook, 2000, p49).

However, in spite of its importance, vocabulary was long regarded to be Cinderella or a neglected aspect and a poor relation of second language teaching and learning (Allen, 1983; Richard, 1976; Zhang, 2004; Zimmerman, 2001). Zimmerman (2001) once claimed that “the teaching and learning of vocabulary have been undervalued in the field of second language acquisition through its varying stages and up to the present day”. The learning of words may “seem” one of the easiest aspects of foreign language acquisition, it has been known that many teachers tend to feel that words are easy to learn and they hold the view that grammar is the challenging part and that many researchers deem that teaching vocabulary is a low-level intellectual activity which is unworthy of their full attention (Coady, 2001). As a matter of fact, the process of learning words is rather complicated (Schneider et al., 2002). The “process” by which a learner acquires new vocabulary knowledge in a second language is “poorly understood” (Wesche and Paribakht, 1996, p12) and the “mechanics” of vocabulary acquisition is one of the “more intriguing puzzles” in second language acquisition (Schmitt, 1998, p281).

As the importance of vocabulary learning has been widely recognized, the teaching and research of vocabulary has assumed its rightful place as a fundamentally important aspect of language development in recent years.

II. STUDIES ON VOCABULARY AND VOCABULARY ACQUISITION

Up to now, a large number of studies have been done in the field of vocabulary acquisition in foreign language learning, especially in English language learning, among which are the definition and categorization of vocabulary knowledge (Coady and Huckin, 2001; Cronach, 1942; Nation, 1990; Qian, 2002; Richards, 1976; Schmitt, 1998;

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Zimmerman, 2001), different measuring approaches (Beglar and Hunt, 1999; Laufer and Nation, 1999; Schmitt et al., 2001; Wesche and Paribakht, 1996), different techniques and methods in teaching vocabulary (Gu and Johnson, 1996; Hulstijn, 2001), the development of vocabulary in foreign language learning (Vanniarajan, 1997; Henriksen, 1999; Jiang, 2000), and incidental vocabulary acquisition through reading (Coady, 2001; Gardner, 2004; Joe, 1998; Paribakht and Wesche, 1999; Schmitt, 1998; Wesche and Paribakht, 2000).

A. *Word Knowledge Frameworks*

What does it mean to know a word? This is the question that we must answer before we can go further in vocabulary acquisition research. Liu Shaolong(2006) has classified the related research into two “major” types. One is practical in nature and the other is empirical in nature. The former is aimed at serving pedagogical purposes (Coady and Huckin, 2001; Hulstijn, 2001; Zimmerman, 2001). Liu pointed out that studies of this type appear to be in principle based on classroom observations and personal intuitions of language teachers. According to Liu (2006), Richards (1976) and Nation (1990) are two typical examples. The latter class is based on the qualitative or quantitative data collected from L2 learners. Studies of this type try to “establish a hierarchy that would delineate the route followed by L2 learners in the acquisition of various types of word knowledge” by means of inductive generations (Liu, 2006, p9). However, research of this type is “time-consuming and presupposes unconditional cooperation from participants” (Liu, 2006, p9). As a consequence, studies of the latter type are small in number and their findings are inconclusive (for example, Schmitt & Meara, 1997; Schmitt, 1998).

1 Word Knowledge Framework by Cronach

Cronach (1942) identified five types of behavior involved in understanding a word in an early article on L1 vocabulary testing:

- 1) generalization, that is, being able to define it;
- 2) application, that is, selecting an appropriate use of it;
- 3) breadth of meaning, that is, recalling its different meanings;
- 4) precision of meaning, that is, applying it correctly to all possible situations;
- 5) availability, that is, being able to use it productively.

These five aspects in Cronach’s word knowledge framework can be divided into two main categories: knowledge of word meaning (generalization, breadth of meaning and precision of meaning) and levels of accessibility to this knowledge (availability and application) (Qian, 2002). Cronach’s framework of word knowledge was a great progress compared with the popular thinking at his time, for vocabulary tests at that time focused only on the first two aspects of generalization and application. In addition, he was the first to pay attention to the aspects of polysemy of vocabulary, of precision of word meaning and of productive use of vocabulary. It could be seen from his framework that he has attached much importance to the practical use or application. For example, the aspects of “application”, of “precision of meaning”, of “availability”, are all related to practical use of vocabulary.

However, Cronach’s word knowledge framework is far from perfect and inclusive. It can be easily found that some aspects of his framework of word knowledge are intermingled with each other. For instance, there is some overlap between the three aspects of “application”, “precision of meaning” and “availability”. Furthermore, another obvious flaw in his framework is the lack of a place for other aspects of lexical knowledge, including spelling, pronunciation, morpho-syntactic properties and collocations (Qian, 2002). Hence more efforts continued to be made in the following few decades by numerous scholars in this field.

2 Word Knowledge Framework by Richards

Later in 1970s, Richards put forwards an influential framework of word knowledge as to the question of “What does it mean to know a word?” Though his original practical intention was to influence classroom teaching and learning instead of proposing theoretical issues, his paper has still been considered by researchers as a sort of “characterization of word knowledge” and his word knowledge framework has exerted great influence on some important theoretical research projects (Meara, 1999, p1 cited in Liu, 2006).

It has been admitted by Meara (ibid.) that Richards in effect “set an agenda” for much of vocabulary acquisition research. Though the themes that his framework highlighted have been “picked up, re-ordered and restructured” by other researchers, “the basic concerns of this work remain remarkably similar to the ones that Richards catalogued.” (ibid.)

Richards (1976) proposed eight assumptions in his well-known paper, which has been adopted as a framework of word knowledge. The assumptions are listed as follows (ibid.):

- 1) The native speaker of a language continues to expand his vocabulary in adulthood, whereas there is comparatively little development of syntax in adult life.
- 2) Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words, we also “know” the sort of words most likely to be found associated with the word.
- 3) Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function and situation.
- 4) Knowing a word means knowing the syntactic behavior associated with that word.
- 5) Knowing a word entails knowledge of the underlying form of that word and the derivatives that can be made from it.

6) Knowing a word entails knowledge of the network of associations between that word and the other words in language.

7) Knowing a word means knowing the semantic value of the word.

8) Knowing a word means knowing many of the different meanings associated with it.

As can be concluded from the above framework of word knowledge proposed by Richards, the first assumption has nothing to do with the word knowledge framework. The second assumption (Assumption 2) concerns two aspects: word frequency and synonyms of a word; the third assumption (Assumption 3) involves the appropriate use of a word in different contexts; the fourth assumption (Assumption 4) is about syntactic behavior or grammatical pattern of a word; the fifth assumption (Assumption 5) refers to the morphological regularity of a word; Assumption 6 is about the association of one word with other words in the semantic field; Assumption 7 is associated with the conceptual meaning of a word; the last assumption (Assumption 8) concerns the various meanings or the polysemy of a word.

It can be safely claimed that this framework of word knowledge by Richards is also a great progress compared with Cronach's in that it is more inclusive. Not only the properties of morphology and syntax were incorporated by Richards into the framework of word knowledge, aspects like word frequency and register characteristics were also taken into the framework (Liu, 2006).

Nevertheless, similar with Cronach's framework, Richards' framework of word knowledge is still not perfect or inclusive enough. Aspects like spelling, collocation and the spoken form, which is also a prerequisite for acquiring a word, seem to have been missed in this framework (Qian, 2002). And what is more importantly, it is lacking in the quality of being systematic. It fails to provide a "systematic account" of what is meant by knowing a word, to say nothing of "establishing a systematic framework for describing and accounting for this knowledge" (Liu, 2006, p11). Moreover, this framework did not distinguish receptive and productive knowledge clearly. As with Cronach's framework, it seems that there is some overlap between the assumptions, for example both Assumption 2 and Assumption 6 are related with the word network of associations with other words.

3 Word Knowledge Framework by Nation

In his book *Teaching and Learning Vocabulary*, Nation (1990) answers the question "What is involved in knowing a word?" with the following table (Table 2-1).

TABLE 2-1
KNOWING A WORD (ADOPTED FROM NATION, 1990, P31)

Four Dimensions	
1) Form	
Spoken form	Receptive: What does the word sound like? Productive: How is the word pronounced?
Written form	Receptive: What does the word look like? Productive: How is the word written and spelled?
2) Position	
Grammatical patterns	Receptive: In what patterns does the word occur? Productive: In what patterns must we use the word?
Collocations	Reception: What words or types of words can be expected before or after the word? Productive: What words or types of words must we use with this word?
3) Function	
Frequency	Reception: How common is the word? Productive: How often should the word
Appropriateness	Reception: Where would we expect to meet this word? Productive: Where can this word be used?
4) Meaning	
Concept	Reception: What does the word mean? Productive: What word should be used to express this meaning?
Associations	Receptive: What other words does this word make us think of? Productive: What other words could we use instead of this one?

Nation's framework of word knowledge is based on a multi-dimensional rationale. The four general dimensions classified by Nation are labeled as form, position, function and meaning feature, which are in turn further divided into eight sub-types of word knowledge: spoken and written form, grammatical patterns and collocations, frequency and appropriateness, concept and associations. And each of the sub-types is seen from two aspects: receptive knowledge and productive knowledge.

The noticeable feature of this framework is that each of all the eight types of knowledge is divided into two parts, "one dealing with receptive knowledge and one dealing with productive knowledge" (Nation, 1990, p31). That is to say, Nation views word knowledge "from the perspective of receptive vs. productive mastery of each different component type" (Liu, 2006, p13). The receptive mastery entails the learner's ability to recognize or comprehend a particular type of knowledge, such as sound and collocation, while the latter tests a learner's ability to produce or apply a certain type of knowledge, such as the ability to pronounce the word or use it in a correct idiomatic context with other words.

It can be easily seen that Nation's framework of word knowledge is more acceptable, more systematic and more inclusive than Richards' framework (Liu, 2006). The greatest creativity lies in his distinction between the receptive

knowledge and the productive knowledge. It is a quite common phenomenon that language users may understand some words perfectly in a conversation or in a text, but they are totally unable to use these words in their own speaking or writing. And the opposite experience holds true as well, that is to say, language users can use an uncommon word perfectly well in spoken discourses, but fail to recognize it on the written page, which is probably due to its unusual spelling or something (Schmitt and McCarthy, 2002).

However, as to this two dimensional division, different voices can be heard. For instance, Melka (2002) has pointed out that it is not possible to find a clear definition of what is meant by receptive knowledge and productive knowledge in spite of the fact that a large number of studies have been done on receptive vocabulary versus productive vocabulary. That is to say, receptive knowledge and productive knowledge have been widely studied by researchers in a wide scope, but they have been hardly defined.

In addition, it is an obvious weakness that the aspect of the polysemy of words has not been taken into consideration in his framework.

In conclusion, in spite of all its shortcomings, the “more all-embracing” framework of word knowledge proposed by Nation presents to us a well-defined framework consisting of eight specific subtypes of word knowledge, and makes available to us a basic instrumental approach in describing each of them in terms of receptive vs. productive abilities” (Liu, 2006, p13).

Later on, based on his own earlier framework, Nation (2001) put forwards a set of 18 questions classified into three categories: 1) form, including spoken form, written form, and word parts; 2) meaning, including form and meaning, concept and reference, and associations; 3) use, including grammatical functions, collocations, and constraints on use, such as register and frequency. And like his former framework of word knowledge, each subcategory contains respectively receptive and productive aspects.

Frameworks of word knowledge have been constantly put forward by different scholars. Laufer (2002) has summarized that it is agreed that the following knowledge is necessary in order to know a word:

- 1) Form—spoken and written, that is, pronunciation and spelling.
- 2) Word structure—the basic free morpheme (or bound root morpheme) and the common derivations of the word and its inflections.
- 3) Syntactic pattern of the word in a phrase and sentence.
- 4) Meaning: referential (including multiplicity of meaning and metaphorical extensions of meaning), affective (the connotation of the word), and pragmatic (the suitability of the word in a particular situation).
- 5) Lexical relations of the word with other words, such as synonymy, antonymy, hyponymy.
- 6) Common collocations.

B. Breadth and Depth of Word Knowledge

There are generally two perspectives from which a language user’s vocabulary knowledge can be measured: the breadth and the depth of word knowledge, or in other words, the quantitative and the qualitative aspects (Qian, 1998, 2002; Wesche and Paribakht, 1996). The breadth or size of vocabulary simply means how many words a language user knows. As could be seen from the discussion above, the concept of “what it means to know a word” is even rather complicated. As a result, the size or breadth of one’s vocabulary has been generally defined as the number of words about which a learner has at least some superficial knowledge (Qian & Schedl, 2004) or some minimum knowledge of the meaning of the words.

On the other hand, the depth of vocabulary knowledge refers to how well a language user has acquired the words concerned. In other words, it is concerned with the qualitative aspects of given words such as derivational, conceptual and collocational knowledge in the individual word. Qian (1998, 1999 cited in Qian, 2002) proposed that the dimension of the depth of vocabulary knowledge could include components including pronunciation, spelling, meaning, register, frequency and morphological, syntactic, and collocational properties, which, in his view, interact with one another in the process of comprehension. However, the depth of word knowledge is a much neglected area of vocabulary teaching and research (Verhallen and Schoonen, 1998).

As has been discussed in the previous part, there are quite a number of aspects in the framework of word knowledge, while the three aspects of synonymy, polysemy, and collocation are the basis for the productive use of words (Qian, 2002).

C. Incidental Vocabulary Acquisition through Reading

1 Incidental and intentional vocabulary learning

How are words learned or acquired by the language user? Generally speaking, there are two ways, incidental learning and intentional learning.

According to Laufer (2003), incidental vocabulary acquisition is described as the acquisition of vocabulary as a by-product of an activity which is with the purpose of explicit lexical acquisition. Incidental vocabulary acquisition, in Webb (2007)’s view, is a slow process with “repeated encounters needed to gain full knowledge of a word”. Dong (2005) puts it in another way, that is, incidental vocabulary learning refers to the acquisition of word knowledge while the learners’ attention is focused on other aspects, especially the information or meaning conveyed by the language, “such as on understanding a text or using language for communicative purposes,” other than focusing on word learning itself

(Celce-Murcia, 2007, p289).

Or it could be put in this way, that is, the accidental learning of information without the intention of remembering that information (Hulstijn et al., 1996). According to Hulstijn et al. (1996, p327), the notion of incidental learning cannot be described in positive terms, which means learners do not deliberately try to memorize the word, whether it be its form, meaning, collation or any other kind of information. However, he has further argued that it indeed requires some degree of controlled processing. McLaughlin, Rossman, and McLeod (1983 cited in Hulstijn, 1990) have held that incidental learning may be described as requiring peripheral rather than focal attention, while intentional learning demands focal attention.

On the other hand, Laufer (2003) defines intentional vocabulary learning as an activity aimed at committing lexical information to memory. In intentional vocabulary learning, students engage in activities during which their attention is focused on vocabulary and try to “commit word forms to memory along with their meanings” (Hulstijn, etc., 1996, p327), including doing vocabulary exercises, remembering word lists and so on.

As for the distinction between the incidental learning and the intentional learning, Ellis (1994, p1) has pointed out that attention is present in the case of both incidental and intentional learning and that this “distinction rests, somewhat uncomfortably, on a secondary distinction between focal and peripheral attention”, that is to say, incidental learning is not the same as learning without conscious attention. Whether the learning is intentional or incidental, it involves conscious attention to features in the input. Incidental learning does not mean that the learners do not pay attention to the words; they may notice the words, but they do not intentionally try to memorize the words (Laufer, 2003). The same opinion is held by Schmitt (2002), who has pointed out that the distinction between intentional learning and incidental learning lies in whether a learner makes a conscious and deliberate decision to learn some L2 knowledge. In other words, “intentional learning” contrasts with “incidental learning”, which takes place when learners pick up L2 knowledge through exposure.

It has been known that there has been a long-running debate about which of these two methods of learning vocabulary is more important in spite of the fact that we feel that it has not necessarily been a useful one (Schmitt and McCarthy, 2002). Schmitt and McCarthy (2002, p3) believe that “we should not be thinking in terms of better/worse or either/or, but rather we should consider the two methods as complementary to each other.” It has been found that that some aspects of vocabulary learning are more amenable to conscious learning than others and that some words are more suitable for explicit teaching than others (Ellis, 2002; Nation and Waring, 2002). Schmitt and McCarthy have also further proposed that we should make the best use of advantages of each method by way of combining the two methods and achieve “maximum results” (2002, p3). Intentional teaching can be used as a very helpful first introduction to a word; after this, the context in the process of reading can lead to further knowledge of its collocations, additional meanings, and so on. And what is more, repeated exposure from reading will help the learner master more or more deeply the meaning(s) first learned (ibid.).

According to Sternberg (1987 cited in Nation and Waring, 2002), learning from context is so significant that it has been demonstrated that first language learners acquire most of their vocabulary by this means. The same conclusion has also been drawn by Paribakht and Wesche (1999, 2001), who have pointed out that both the first and the second language development is in line with the conclusion that most vocabulary learning takes place naturally when learners attempt to understand new words they encounter in context, and that reading is important in the acquisition of vocabulary knowledge. In this process, word knowledge seems to be “elaborated” gradually through multiple exposures to the word in various kinds of discourse contexts (Nagy and Herman, 1987 cited in Wesche and Paribakht, 2000). What is more important, they have further pointed out that incidental vocabulary learning through reading appears to be incremental and accumulative. In addition, it has also been pointed out by many scholars (Haynes and Baker, 1993; Li, 1988; Liu and Nation, 1985 cited in Grace, 1998; Nation and Waring, 2002) that indirect or incidental learning is a way through which the learning of huge amounts of vocabulary can be managed. By way of incidental or intentional learning, new words can be learned, and the knowledge of the already known words can be deepened in context through extensive listening and reading.

2 Problems in incidental vocabulary acquisition through reading

In the previous part, the advantages of incidental vocabulary acquisition through reading have been discussed in detail. In this part, drawbacks of incidental vocabulary acquisition through reading will be presented.

It has been agreed that vocabulary can be acquired through extensive reading, and studies of this kind are rather large in number. It has been well known that the incidental vocabulary learning hypothesis (Nagy et al., 1985) is based on the research into how children learn vocabulary in their mother tongue. Following the same logic, it has been argued that L2 learners who have achieved advanced reading proficiency in a language will acquire most of their vocabulary knowledge through extensive reading rather than from formal instruction.

As to this stand, there exists negative research evidence (Coady, 2001). Ellis (2002) has argued that word meanings do not come from mere exposure during reading. Therefore, the learning of words through reading is an accumulation of small increments.

Based on Hulstijn et al. (1996), Laufer (2003), and Sakmen (2002), several reasons for the failure of learning new words are concluded as follows.

First of all, the presence of many unknown words is simply ignored by readers or they are unaware of unknown

words because they are confused with other words known to readers (Fraser, 1999; Hulstijn et al., 1996; Paribakht and Wesche, 1999).

Secondly, learners do notice the presence of new words but they choose to ignore them.

In the third place, learners may only pay attention to the meaning and ignore the unfamiliar word form. According to Hulstijn et al. (1996), for word learning to occur, attention must be focused not exclusively on the meaning of the unfamiliar word, but also on the association between the form and the meaning of word. Similarly, it has been noticed that even if a learner managed to figure out the meaning of the new word in the given context, he or she does not necessarily acquire the new word (Nation and Coady, 1988). And according to Grace (1998), in Mondria and Wit-de-boer's study, the results indicated that the more often a word was guessed correctly, the more often it tended to be forgotten. A similar conclusion has been drawn by Jacoby, Crail and Begg (1979 cited in Laufer, 2003) and Haastrup (1991 cited in Laufer, 2003), who hold that words which are inferred with some difficulty will be retained better since difficulty leads to increased effort in processing, which, in turn, creates a more significant memory trace. Paribakht and Wesche (2000) have also made an explanation of this phenomenon that once the instantaneous communicative need has been satisfied; the learner does not conduct further mental processing of the word, which is in accordance with the depth of processing model (Craik and Lockhart, 1972 cited in Grace, 1998; Joe, 1998). And this is also in line with the opinion held by Sökmen (2002) and the argument held by Nation and Coady (1988). Though a rich context facilitates guessing, effortless access to the meaning of the whole reading material may just prevent the acquisition of words.

And fourthly, the meanings of unknown words are not inferable from the context. As a consequence, research has shown that attempts to infer the meanings of unknown words more often than not result in the fact that they often infer a wrong meaning (Grace, 1998; Kelly, 1990 cited in Arnaud and Savignon, 2001; Paribakht and Wesche, 2000). According to Paribakht and Wesche (2000), this may be due to the inadequacy of contextual cues or to the lower L2 proficiency of learners.

The last point is that a single encounter with a new word does not guarantee its acquisition (Hulstijn et al., 1996). Hulstijn (1992) has found that the rate of retention of new words in incidental learning tasks is low, that is to say, if the word only appears once in a text, it is difficult for second language learners or readers to remember the meaning of a word. And Coady (1993) has found that only a 5%-15% probability that a given word would be learned at first exposure. Similarly, Nagy et al. (1985) conclude from their studies of school children reading in L1 that this learning is incremental and depends on repeated exposures. And they estimate the possibility of learning a new word from context after just one exposure as between 5% and 10%. As to the question of what is the optimal number of encounters needed for retaining a word, there is no conclusive answer. Horst, Cobb, and Meara (1998) suggest eight exposures may be adequate. And Saragi, Nation, and Meister (1978) hold that the minimum number of repetitions for new words to be learned through reading is twelve.

As a result, quite a number of researchers have conducted studies on how to enhance the incidental vocabulary acquisition through reading. In the following part, research of this kind will be reviewed.

3 Research on ways to enhance incidental vocabulary acquisition through reading

In this part, studies on various ways to enhance incidental vocabulary acquisition through reading are to be explored in detail.

3.1 Use of glossing and annotations

With regard to glossing, Nation (1990, p134) defines glossing as providing a short definition somewhere near the text and it is a way of dealing with "one-timers" and other low-frequency words in a text. Nation put its advantages as follows: first of all, it allows the reader to follow the text without too much interruption. It is a way of dealing quickly with words which are important in the text but are not important in the language as a whole. In the second place, it gives the learner independence from the teacher, for the learner does not have to wait for the teacher to supply the meanings of unknown words. Thirdly, it individualizes attention to vocabulary. Learners look at the definition only when they need to. Furthermore, Nation (1990) proposes that learners should be encouraged to use glosses as a way of confirming guessing from context.

Brutten (1981, p68-69, cited in Nation, 1990, p134) has found that when reading a passage those veteran ESL teachers are enable to choose the words that their students might consider hard when they are reading for meaning. Holley and King (1971 cited in Nation, 1990) experimented with three kinds of glosses—at the side of the page, at the bottom of the page, and in an attached list. And they suggested that glossing could help vocabulary learning in two ways: by immediately giving the correct meaning of an unknown word so that the learner repeats it, or by giving the learner the opportunity to repeat the form while looking for meaning. However, no significant difference among the three types of glossing was found.

As for annotations, Chun and Plass (1996) introduced multimedia annotation for new words. Though computerized dictionaries were involved in previous studies by Hulstijn (1993) and Knight (1994), only textual definitions were given. Additionally, despite the fact that both the computerized and non-computerized dictionaries in the study by Lyman-Hager et al. (1993 cited in Chun and Plass, 1996) included pictures, the question of the effectiveness of the visual (pictorial), as opposed to the verbal (textual), annotations was not researched. As a result, Chun and Plass (1996) investigated the effects of multimedia annotations on vocabulary acquisition. 160 university German students took part in the study and they used a hypermedia application for reading German texts, which contained a variety of annotations

for words in the form of text, pictures, and video. The results showed a higher rate of incidental vocabulary learning than expected, significantly higher scores for words that were annotated with pictures and text than for those with video and text or text only (Chun and Plass, 1996).

There have been two positions on second language vocabulary learning for long: one is that inferring word meanings produces greater retention because it promotes deeper processing, and the other is that incorrect meanings are retained if wrong inferences are made (Grace, 1998). With the purpose to reconcile these two positions, Grace (1998) introduced the use of the computer-assisted language learning (CALL) software. It provides native language translations at the sentence level in beginning level. According to Grace (1998), when inferring meaning from translations of this type, users must make associations (i.e. search for semantic equivalents) and focus their attention on structural differences between the two languages. What is more, these translations increase the likelihood of making correct associations by more readily triggering appropriate schemata, thus improving the likelihood of memorizing the correct meaning. The result of this study has demonstrated that, learners with access to sentence-level translations demonstrated significantly greater short-term and long-term retention of correct word meanings than learners without sentence-level translations.

From another perspective, Hulstijn et al. (1996) not only investigated the influence of marginal glosses but also took into consideration the effects of dictionary use, and reoccurrence of unknown words on incidental vocabulary acquisition through reading. According to Hulstijn et al. (1996), when readers do use the dictionary, the rate of incidental vocabulary may become better than, when they are provided with marginal glosses.

3.2 Use of reoccurrence of words

As has been reviewed in the previous part, the study by Hulstijn et al. (1996) also demonstrated that frequency of occurrence will enhance incidental vocabulary acquisition more when readers are given the meaning of unknown words in the form of marginal glosses or when they look up meanings in a dictionary than when no external information is given in that the reoccurrence word will reinforce the connection between the form and the meaning in the reader's mental lexicon.

However, according to Webb (2007), findings of this kind have not been definite and it is still to be answered as to how many encounters in context are needed to acquire a word. From an L1 study, Jenkins et al. (1984 cited in Webb, 2007) found that learners who encountered words 10 times produced superior scores to those who met words only twice. Nevertheless, in this study, no significant results were found between two and six encounters, and six and 10 encounters.

The first study to examine the effects of repetition on vocabulary acquisition was conducted by Saragi, Nation, and Meister (1978). They found repetition affected learning. Nation (1982 cited in Zahar, Cobb and Spada, 2001) found that 16 was the common figure in the literature. Horst et al. (1998) studied the number of encounters that were required to acquire new words in a graded reader with L2 learners and they suggested that large learning gains were likely to occur for words which were repeated eight or more times. This is in line with the finding of the research by Waring and Taraki (2003), i.e. it would take at least eight encounters before learners could have a 50 per cent chance of recognizing the words after three months. And they further suggest that it may take well over 20 encounters to learn new words. However, Nation (1990) suggests that the number of encounters is between four and 16 while Rott (1999) suggests that six encounters may be enough for considerable lexical gains to occur.

And in Webb (2007)'s own study of the effects of repetition on vocabulary knowledge, the results demonstrated that as repetitions increased, greater gains in knowledge were found for at least one aspect of knowledge. And he has suggests that sizable learning gains may occur if learners encounter unknown words ten times in context. However, he has further argued that in order to develop full knowledge of a word more than ten repetitions may be needed.

3.3 Use of text-based vocabulary exercises

Introducing text-based vocabulary exercises into incidental vocabulary acquisition through reading is one of the most frequently conducted studies in this field of research. For example, Stroller and Grabe (1993) have suggested that second language reading together with related vocabulary activities might be effective in enhancing the effects of incidental vocabulary learning through reading. Similar conclusions have been drawn by Paribakht and Wesche (1997), who has got the result that the group whose task are composed of reading a text and finishing a range of vocabulary exercises based on the text acquired significantly more words than the group who only read a text. Furthermore, on the basis of their previous studies, Paribakht and Wesche (2000) conducted an introspective study on reading-based exercises in second language vocabulary learning. It has been found that text-based vocabulary activities during class period provide cumulative and various exposures to target words, which result in better retention of the target words (Paribakht and Wesche, 2000).

Taken as a whole, studies on how to improve incidental vocabulary acquisition through reading are large in number. However, studies on different kinds of glossing, especially glossing in the first language and in the second language or in both, are small in number.

III. CONCLUSION

Related studies on vocabulary and vocabulary acquisition have been reviewed, including different frameworks of word knowledge, the breadth and depth of word knowledge, different studies in incidental vocabulary acquisition through reading, and L1 and L2 mental lexicon. As could be concluded from the above, much has been done on related

research concerning vocabulary and vocabulary acquisition. Nevertheless, much research needs to be done in order to help language learners acquire vocabulary more effectively since the importance of vocabulary acquisition has been recognized.

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Shan Liu was born in Kaifeng, China in 1983. She received her master's degree in foreign linguistics and applied linguistics from Zhejiang University, China in 2008.

She is currently a lecturer in Hangzhou College of Commerce, Zhejiang Gongshang University, Hangzhou, China. Her research interests include second language acquisition, foreign language teaching and research, translation research and the study of the history of the United Kingdom.

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