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Types of Inferences in the Comprehension of Metaphor

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Abstract—This paper focuses on the cognitive processes involved in the comprehension of metaphors. It builds on current studies in cognitive linguistics by proposing an amendment to the theoretical idea that there are two routes for comprehending metaphors. It presents an account which is underlined by concept adjustment in all types of metaphorical instances, with the only difference being in the degree of the inferences that it requires. In this paper I claim that a conscious level of processing is involved in the comprehension of some metaphors in order to determine the speaker's meaning. I ground my discussion squarely in the distinction between types of inferences developed by Mercier and Sperber (2017).

Index Terms—metaphors, conceptual metaphor theory, relevance theory, cognition, contextual assumptions, inferences, reasons, argumentative theory of reasoning

I. INTRODUCTION

Although numerous studies have focused on metaphorical language and cognition, the cognitive processes involved in metaphorical comprehension are still open to debate. Metaphors have been found to abound in everyday communication. Contemporary cognitive approaches to language have turned the view of metaphor from being a mere rhetorical and poetic form of language (e.g. Aristotle) to being spontaneously used in everyday communication (cf. e.g. Gibbs 1994). The abundance of metaphorical instances varies from conventional and familiar forms, such as “*bright student*”, “*He is a snake/shark/lion/pig/butterfly*”, “*You are wasting my time*”, “*She is a Bridget Jones*”, to those highly poetic and extended over a length of text such as “*There were sheep in the distance wrapped in mist, the trees wearing mist as scarves. The light curdled like old milk*” (Lucy Wood, *Weathering*), “*As this life is not a gate, but the horse plunging through it*”. (Jane Hirshfield, *The Tongue Says Loneliness*). The highly conventional and semi-lexicalised metaphorical forms often go unnoticed by language users. In contrast, the creative metaphorical language accentuates the awareness of two concepts being used and this is often referred to in the literature as “metaphoricity”. Camp (2008) calls this recognition stage “the intuitive gap” because communicators are aware of the tension between the literal and the figurative meaning and, as a result, they invest more conscious effort in the interpretation process.

This perceived distinction, together with the belief that the creative types of metaphors give rise to more vivid imagery and rich poetic effects by exploring in more depth the perceptual and affective information and the findings that some components prime each other, has led Carston (2009, 2010, 2012) to put forward the idea that there are two cognitive processes that metaphorical comprehension requires, and these are broadly given by the two types mentioned above. The first is the standard relevance theoretic account that involves a lexical adjustment process (for details see Wilson and Carston 2007). The latter process is one where the literal meaning is metarepresented as a whole and is subject to slower and more reflective pragmatic inferences. When she describes the dual processing model, Carston (2010) makes a very short reference to Sperber's reflective inferences in relation to the metarepresentational level. Sperber (1999) suggests two types of inferences in human cognition which can be applied to language comprehension in general and perhaps to the two distinct ways suggested by Carston. This distinction at an inferential level is developed by Mercier and Sperber (2017, 2011) who argue that reasoning involves the process of metarepresenting reasons, but most importantly, they claim that reasons play a significant role in the after the fact explanation and justification of our intuitions, and not in the process of intuitive inference itself.

The present paper investigates this theoretical assumption in relation to metaphorical processing. It aims to address the question whether there are more than one ways of understanding metaphors. Subsequently, are all types of metaphors subject to the same inferential processes? To answer these questions, I review two theoretical frameworks of the underlying mechanisms in metaphorical comprehension, followed by a breakdown of the reasoning mechanisms involved. I look at under what circumstances we can distinguish between types of metaphors and whether the comprehension processes are specific to only metaphorical language. I will then go to explore the extent to which these psychological mechanisms can draw a distinction between types of metaphors.

II. COGNITIVE ACCOUNTS OF METAPHOR COMPREHENSION

A. *Dual Processes Idea to Metaphor Comprehension*

In addition to the open debate on whether metaphor is a matter of thought as argued by cognitive linguists or arises in language use as claimed by relevance theorists, several theorists favour distinctive mechanisms that underlie metaphor comprehension in regards to their familiarity and novelty (e.g. Bowdle and Gentner 2005, Giora 2003, Glucksberg 2008, Steen 2008). According to Bowdle and Gentner's (2005) career of metaphor hypothesis, comprehension of familiar metaphors such as *Faith is an anchor* is directly recovered from memory via categorisation, while novel metaphors such as *A fisherman is a spider* require comparison-based processes to generate a mental image as the result of mapping the relational structures of spider into that of fisherman. Glucksberg's (2008) categorisation based account also allows for comparison, but under different circumstances. Glucksberg and Haught (2006) point to the fact that in a comparison form, the metaphor vehicle refers to the literal concept, whereas in a categorical form the reference is an abstract (metaphorical) category. Hence, there is a strong idea that comprehension process of familiar metaphors is different from the one involved in novel uses. This is at odds with the relevance theoretic unified account that places metaphor comprehension at the end of a continuum with other cases of loose use of language such as approximation, category extension and hyperbole.

It is commonly agreed now that literal meaning does not have unconditional priority and metaphorical meanings are automatic and mandatory (Gibbs 1994, Glucksberg 2008). This idea is particularly strengthened by truth-conditional account of relevance theory (Carston 2002, Sperber and Wilson 2008). This view presents metaphor comprehension as including the creation of an occasion specific concept that comprises of the relevant meaning. On this account, the literal meaning only acts as a point for pragmatic processes, allowing processing of relevant meaning only. However, Wearing (2014) suggests an analogical reasoning process for comprehension of category crossing metaphors and novel metaphors to address the inadequacy of the ad hoc concept to trigger an appropriate figurative interpretation.

Carston (2009, 2010) draws a loose distinction (the distinction is not clear cut) between "ordinary" metaphors which are familiar metaphorical uses such as (1) and (2) and "literary" metaphors which are creative and carefully crafted such as (3) and (4) and suggests two different comprehension mechanisms to match this distinction.

1. *The assignment was a breeze.*
2. *A belief that the sword or the gun or the bomb or the propaganda machine is the ultimate arbiter of what's true and what's right.* (Obamas's farewell speech 2017)
3. *The tongue says loneliness, anger, grief, but does not feel them.* (Jane Hirshfield – "The tongue says loneliness")
4. *There was a distance, but the distance was benign, brought about simply by a removal that was physical and not the result of estrangement or over-familiarity.* (Anita Brookner, *At the Hairdresser's*)

The first is the standard relevance theoretic account of lexical meaning adjustment which is quick and local and results in the creation of an ad hoc concept. In addition, complex and truly evocative metaphors such as (3) and (4) call for a slower, more reflective process in which the literal meaning of the metaphorically used expression plays a more central role.

Before assessing the implications of Carston's dual processing model, I will first briefly consider some recent suggestions on the notion of concepts which challenges the traditional view that words encode concepts. Recent theoretical discussions over concepts by Allott and Textor (2011) and Carston (2016) tend to favour a more schematic representation. Relevance theory holds a computational view where words encode atomic concepts (addresses in memory). However, Carston's (2012, 2013) envisages a non-conceptual view within RT where conceptual expressions "point" to something looser than a stable conceptual space, a "template" for the construction of a fully propositional conceptual structure. The idea is that words activate bundles of senses/concepts that are associated with them and others that are not yet fully established as stable senses. However, an evaluation of the idea that lexical meaning of words is not a full-fledged concept is beyond the scope of this work. As Carston (2016) points out, even if the idea that words do not encode concepts proves right, it doesn't necessarily imply that it will fundamentally affect the lexical adjustment/modulation since, on the relevance theory account, decoding of a lexical concept is done through activating its encyclopaedic entries which capture general and contingent knowledge, including images about the denotation of the concept. Similarly, Allott and Textor (2011) argue for a view of ad-hoc concepts as clusters of information relevant for inferences. Their point is that this is reflected in their activation and the fact that they are constructed without much conscious reflection.

Carston's additional interpretation route does not involve forming ad hoc concepts. Instead, it entails several other stages. Interpreters entertain the vivid imagery and the literal meaning as a whole and frame or metarepresent it as descriptive of an imaginary world. Carston exemplifies this point with the following example:

Depression, in Karla's experience, was a dull, inert thing—a toad that squatted wetly on your head until it finally gathered the energy to slither off. The unhappiness she had been living with for the last ten days was a quite different creature. It was frantic and aggressive. It had fists and fangs and hobnailed boots. (Zoë Heller, *The Believers*, 2008, p. 263)

Carston believes that creating a succession of ad hoc concepts such as TOAD*, CREATURE*, FISTS*, FANGS* for each metaphorical instance would create a lot of effort for insufficient cognitive reward because of the high activation of the closely associated literal meanings, i.e. priming. The vivid accompanying imagery is used for inferential processes and will attract interpreters' attention. The literal meaning is held in mind (the literal meaning remains activated well beyond the point the metaphorical interpretation has been recovered in any types of metaphors) and used

to create an imagined world that will be then used to derive implications to arrive at the intended meaning. To exemplify with the above passage, the set of conceptual representations of an imagined world of repulsive amphibious creatures with different kinds of characteristics (some sitting inertly on human heads, some kicking and biting) are framed or metarepresented and subjected to reflective inferential processes. The framing level is the stage where the literal meaning (or say: sets of literal representations) is held for a further process of inspection of its conceptual properties (implications, associations). Thus, the metarepresentational level acts as a filter for a reflective inferential processing which, in turn, inspects and judges which implications apply to the actual world, that is to be true. Hence, from the patently false representations of depression as a toad and grief as a creature, we derive implications that accord with our experiences of relevance.

The factors that Carston believe can trigger the “imaginary world” interpretation route include the novelty, complexity and creativity of the metaphorical expression, an intensified role of the literal meaning, the supposition that some components prime each other, the communicative context and also individual’s preferences towards a reflective practice. Also, she argues that in extended metaphors, the literal meaning becomes highly activated and accessible because the words have been semantically primed and reinforced and thus, they become much more accessible than the pragmatic ad hoc process, which is believed to be more effortful. What follows from Carston’s account is that the supremacy of the literal meaning over a fast and subconscious process of modulating a concept does not only generate a conscious process that helps interpreters reflect upon a possible meaning, but it can also direct them to manipulate information in order to establish how the meaning relates to them, making it a process of judgement of information. This brings Carston’s view closer to how Mercier and Sperber (2009, 2010, 2017) describe reflective inferences. An obvious similarity is the description attributed to reasoning by Mercier and Sperber who claim that reasoning is a special form of inference at a conceptual level. This type of inference underlines not only a consciously produced new mental representation or conclusion but also a consciously entertained representation that warrant it. Consciousness seems to play a very important role in this type of inferences and metarepresentation. Mercier (2017) discusses the similarities of the metarepresentational module to Stanovich’s (2013) notion of “decoupling” that is attributed to system 2 processes (see dual process accounts of human reasoning). For Mercier, cognitive mechanisms of mindreading and pragmatics rely on “decoupling”.

Carston’s claim that the literal meaning is held without being adjusted in any way poses several questions. What actual properties of the encoded concepts are “held” and not used for concept adjustment? Do hearers hold the most salient feature of the literal meaning together with its contextual implicatures, or will they be looking for the core properties of the concepts? And most importantly, is it the metarepresentational level just the first stage followed by other reflective inferential processes as Carston implies? Carston’s account seems plausible to address the shortcomings of a consciously process in arriving at a metaphorical interpretation (especially since this has been overlooked in relevance theory), but it doesn’t address the possibility of reflecting at the conscious level when creating an ad hoc concept.

Ultimately, reflection is a metarepresentational process itself as described by Sperber (1997) and Mercier and Sperber (2009, 2011). They consider reflective inferences to involve the representation of reasons. Reasons are examined in order to reach a reflecting conclusion which then needs to be accepted. A very similar line of thought is indicated by Carston when she explains that the deliberately created imaginary world (literary false conceptual representations and their imagery are metarepresented and subject to a more reflective inferential processes) is subjected to “slower, more reflective interpretive inferences that separate out implications that are plausibly speaker-meant”. The reason for this is that interpreters inspect and judge which implications are true. This process gives the slow and effortful characteristics of the additional comprehension route for metaphors. The stage in Carston’s account where hearers inspect the implications is a stage of reflection. At first glance, the reflective process proposed by Carston seems to involve the idea put forward by Mercier and Sperber (2009, 2011, 2017) that the reflective inferences involve a conscious stage of creating a new mental representation, but at the same time consciously entertaining previously held representations that warrant it. It might be also the case that the vivid imagery in literal metaphors is an element that triggers the transition to a consciousness stage. Ellis and Newton (2010) assume that consciousness corresponds to higher order processes and it can allow the interpreter to focus more on some parts that make up the whole. Carston focuses on the important role of the literal meaning in the second route, but there is a possibility that interpreters become conscious of the need for lexical concept adjustment to fit the interpretation. It might be effortful in a series of semantically primed metaphorical vehicles to pragmatically infer the occasion specific concept of each, given the extended nature of the metaphor and the importance of contextual information, but there is also a possible conscious adjustment of the concept during which interpreters are searching for those encyclopaedic entries that can fit the metaphorical interpretation. Metarepresenting the ad hoc concept at this stage would also incorporate the producer’s intentions which are part of the overall metaphorical interpretation. Thinking of the literal meaning of a word and being aware that the meaning is metaphorical adds to the cognitive load, which aligns to Carston’s view that the reflective process is more demanding in terms of effort. In the next section I consider the phenomenon of metarepresentation and its role in human cognition.

B. Metarepresentation and the Modular Mind

The ostensive-inferential framework to communication proposed by relevance theory (Wilson and Sperber 2002) highlights the importance of interlocutors to understand each other’s communicative intentions in order to arrive at an

appropriate interpretation. These assumptions about somebody else's intentions are the outcome of inferential processes triggered by decoding linguistic elements and contextual clues. Recognising these intentions and reasoning and making inferences about another's mental states (thoughts) (assessing understanding of false beliefs) is made possible by the Theory of mind (ToM) ability which accommodates our mindreading ability. This ability allows us to represent a representation, hence metarepresent. There is a common agreement among psychologists that much of our use of language is subject to metarepresentational skills as shown by Papafragou (2002). One condition for a metarepresentation to take place is to have a constituent that refers to the property of being a representation (or some other representational property of the representation, like being a belief, having a certain content or truth condition, referring to some particular, etc.). For example, a primary representation of *It is raining* or *The fridge is empty* represents a speaker's own thought. It becomes a first order metarepresentation in the following utterance: John says/believes/wants to say that it is raining/the fridge is empty. The addressee attributes the utterance to the speaker and thinks about the speaker's intentions and possible feelings, and therefore metarepresenting somebody's utterance and thought. A third order metarepresentation will look something like *John intends me to believe that he believes/wants to say that it is raining/the fridge is empty*. In regular mind reading a single level of metarepresentation is generally enough but as Wilson points out, inferential comprehension typically involves several layers of metarepresentation. Wilson (2000) shows that metarepresentation can be infinite, but it stops when the expectation of relevance is achieved. But most importantly, this ability gives us the capacity to distinguish a real from an apparent property of the world

Our mindreading ability is one of the many modules (e.g. decoding and pragmatic module) assumed by the massive modularity hypothesis (Sperber 1994, 2001, 2005, Pinker 1997, but see Carruthers 2006), according to which the mind is a complex system of modules. A module is a dedicated inferential mechanism that contains special-purpose inferential procedures. Sperber and Wilson (2002) believe that within the overall mind-reading module, there has evolved a specialised sub-module dedicated to comprehension, with its own proprietary concepts and mechanisms. These are fast mechanisms which automatically compute a hypothesis about the speaker's meaning. A metarepresentational capacity in adults with no deficit in cognition allows interpreters to deal simultaneously with mismatches and deception.

Metarepresentational ability deficit is connected to lack of metaphor interpretation ability as shown by several studies with autistic and schizophrenic people conducted by Happe (1995) and Baron-Cohen (2003, 2006). The results of Happe's (1993, 1995) study show that metaphor requires only a first order theory of mind, and not the ability to attribute thoughts about thoughts to others. Wilson and Sperber (2012) share this claim as their account presents metaphor like instances of ordinary literal speech i.e. as expressing a thought and therefore not involving metarepresentation, in comparison to irony which is seen as requiring the recognition of a thought about an attributed thought (a higher-order metarepresentation). Yet, Wearing (2014) suggests that autistic people follow the ad hoc concept route, but they fail to take into account speaker's beliefs and most importantly, to take the speaker, rather than the world to guarantee the relevance of the utterance. Wearing is right in making this assumption as evaluation of certain type of incoming information is a representational activity. Recent studies by Camp and Carston tend to direct towards something similar to a metarepresentation level in more creative metaphors. Camp (2006) draws attention on the relationship between types of metaphors and their implications for interpretation. In familiar metaphors, such as *John is a bulldozer*, the role of the speaker's intentions in determining the metaphorical meaning is quite clear. In literary metaphors, aesthetic is important in the relationship between producer and recipient. Aesthetic provides the means to influence meaning on one hand and consider non-semantic features on the other. As Camp remarks, a writer is not aiming for a specific proposition, but he invites the readers to a "free play of ideas" by choosing to use a literary metaphor. For instance, in interpreting example (3) *The tongue says loneliness, anger, grief, / but does not feel them*. (Jane Hirshfield – "The tongue says loneliness") the writer's interpretative intentions which are still to be discovered are important for a full grasp of the relevant metaphorical meaning. Vivid images and emotions here are a powerful part of the metaphorical meaning. As Camp (2008) puts it, "metaphors employ a characterization associated with one subject as a perspective or frame for thinking about something else, with a felt awareness of the gap between them" (Camp 2008: 18). Carston shares that idea and identifies a level of reflection where the literal meaning is held and the process of creating an imaginary world is taking place. Her point is that some instances of metaphorical use involve an extra layer of metarepresentation of an attributed content or form.

In terms of metarepresentation (3) *The tongue says loneliness, anger, grief, / but does not feel them could be formulated as follows:*

(a) I know [that the author wants to make me think that [the tongue says loneliness.

Here, interpretation would include altering the interpreter's perception and beliefs and consider the author's intentions. Brehm (2012) states that updating one's description of the word in case of conflicting data or expectations includes metarepresentations concerning proper usage. I believe that what is happening in this metaphorical case at the level of thinking is that information is assessed for credibility. The readers know that the tongue cannot say words, but they are also aware that the expression is a metaphor, where one thing is referred to in terms of another. I believe that what is happening here is an evaluation of the plausibility and acceptability of interpretative hypothesis, which is in line with Mercier and Sperber's (2009, 2017) distinction between intuitive and reflective inferences which I further detail in

the next section. The distinction that I will present between two types of inferences focuses on their characteristics and how they vary across comprehension in general.

III. INTUITIVE AND REFLECTIVE INFERENCE

Mercier and Sperber (2008, 2017) approach human reasoning from an evolutionary psychological perspective which provides the most suitable explanation for why humans reason and set out to examine its cause and process. Their central claim is that reasoning has two main functions: justifying and evaluating arguments. To do so, it uses a special mechanism which has the same core procedures as the rest of the mechanisms used in human thinking. This clearly seems to question the validity of both classic and more recent reasoning accounts. Reasoning is presented as involving higher-order intuitions based on lower-order intuitions which support some conclusions. Contrary to other beliefs, it is limited to only instances of trying to convince others or being convinced by others.

They argue for an evolutionary and modularist view of reasoning. Hence, reasoning is a module which is metarepresented because it draws intuitive inferences about reasons. This argument is made possible by using the tenets of the massive modularity hypothesis which is a model of the human mind (see Sperber 1994, 2001). An important rationalisation for the modularity idea lies in the inferential model of thinking. Mercier and Sperber (2017) regard inferences as involving a variety of mechanisms and argue that reason is only one of these varieties. They argue that reasons play a central role in the after the fact explanation and justification of our intuitions, not in the process of intuitive inference itself. Reasoning has two main social functions: justificatory and argumentative. Hence, we produce reasons to justify ourselves on one hand, and to convince others by constructing arguments on the other. Yet, this claim opposes the Cartesian view that reasoning leads to better beliefs and decisions by overcoming errors (e.g. Kahneman 2003). Inference is carried out through diverse mechanisms and is not a result of logic only. Mercier and Sperber challenge the classical view which presents inferences as a result of logic and argue that they (and cognition more generally) are carried out through diverse mechanisms (or autonomous modules). This is all made possible by our metarepresentational ability. Again, the reason module produces not only intuitive conclusions about reasons, but also reflective conclusions about the things reasons are themselves about.

The main theoretical argument that Mercier and Sperber (2017) sustain is that reasoning is produced by a metarepresentational module - the reason module which has the specific function to produce justifications and arguments. For them, investigating a given module is a matter of relating its procedures to its function because inferential modules aim at providing a special kind of cognitive benefit. Modules in general optimise knowledge and decision making. A metarepresentational module processes representations and attend to properties specific to these representations. The reason module produces justifications and arguments which may have embedded conclusions relevant to all domains of knowledge and action. This makes it a virtual domain general. The specific domain of the reason module is the relationship between reasons and the conclusions they support. Because these reasons and conclusions can be about any topics, the inferences about reasons-conclusions relationships indirectly yield conclusions in all domains, indirectly providing a kind of virtual domain-generality.

Using their evolutionary approach, Mercier and Sperber (2009, 2011, 2017) argue that reasoning is a type of inference. Inference is a function that is likely to be carried out through a variety of inferential modules. For Mercier and Sperber, inferences can vary from wholly unconscious, automatic and fast (which they refer to as intuitions) to more conscious or likely to become conscious at one point which are deliberate, and very slow (which are referred to as intuitions about reasons). For example, when you are in a cafe and overhear the woman at the table behind saying to the men sitting with her "*It's water!*" it is difficult to work out the meaning because you lack the relevant contextual knowledge. However, the man in the conversation can infer what the woman means without awareness of the inferential process because he has this knowledge. If the man interprets the woman's statement to mean not to worry because the spot on his shirt is just water, then his understanding of this implicit meaning may feel like mere intuitive knowledge. The example illustrates that intuitions are judgements or decisions taken without knowing the reasons that justify them and their production process. On the contrary, in a scenario where the man is thinking about reasons why the woman said to him "*It's water!*" in a patronising tone of voice, he is likely to be thinking about reasons in favour of the conclusion he reaches. Mercier and Sperber assume that intuitions are delivered by a variety of inferential mechanisms which are more or less specialised. A specialised process implies that each device is attuned to the specific demands of its domain (see Barkow, Cosmides and Tooby 1992). The idea that intuitions are produced through many inferential mechanisms whose processes are unconscious but with conscious conclusions is one of the most important aspects of the authors' main argument.

Mercier and Sperber assert that the role of reasons is to justificatory. They claim that by giving reasons to explain and justify himself, a speaker influences the way other people read his mind, judge his behaviour and indicates that he is likely to evaluate the behaviour of others by similar reasons to those he invokes to justify himself. People create and produce arguments by means of backward inference, from a favoured conclusion to reasons that will support it. Understanding a reason is a metarepresentational task because you need to mentally represent the relationship between at least two representations: the reason itself and the conclusion it supports. One of the most important tools for accomplishing that is language. Language is closely related to our metarepresentational ability and is well adapted to

represent reasons. For example, a sentence such as “*the fact that Molly isn’t smiling is a reason to believe that she is upset*” metarepresents the relationship between a reason and the conclusion it supports.

IV. INFERENCES IN METAPHORICAL PROCESSING

When people have relevant pre-existing experiential knowledge, fast recognition processes may provide accurate intuitive responses. These seem to be the same characteristics that are applied to the processes of lexical adjustment of words which underlie the comprehension of ordinary cases of metaphors. Both relevance theorists and Carston (2009, 2010) support the idea that the inferences drawn from creating an ad hoc concept are spontaneous. Comprehension of everyday conversational metaphors such as (1) *The assignment was a breeze* requires little processing effort and yields limited and predictable effects that underwrites just those inferences that come to mind with the metaphorical interpretation as Wilson and Carston (2007) point out. Narrowing and broadening the sense of BREEZE is done to fit the occasion. The decoded concept BREEZE activates a variety of relevant encyclopaedic properties of different subsets of breezes and enables further conclusions to be drawn. There is a limited variety of senses that can be drawn here. The hearer draws a range of inferences about that particular assignment which include aspects such as being pleasant, gentle, easy. To figure out what (1) means in a conversation the interpreter needs to identify which features associated with breeze might be similar to that particular assignment and also relevant to speaker’s intentions. Identifying the relationship, be it of similarity between the properties of the topic and those of the metaphorical vehicle or other correspondence is required for the interpretation of metaphors. Drawing a conclusion from the interaction of assumptions in this case is done through associations and other immediate inputs. It is a straight forward process in the sense that it is a direct output of an inferential module if I take into account Mercier and Sperber’s (2017) claim that the modification of belief occurs without the individual’s attending to what justifies this modification. Coming out with a surface association between the metaphorical terms and having enough contextual clues to determine the speaker’s intentions is enough to meet the expectations of relevance in an everyday face to face conversation. When people have relevant pre-existing experiential knowledge, fast recognition processes may provide accurate intuitive responses. Newly acquired stimuli are assimilated and mapped into pre-existing knowledge structures, being influenced by context and making intuitive processes generating an impression of similarity without intending to do so. For example, a solution to a problem comes to mind quickly because familiar cues are recognised. Conventional metaphors such as (1) usually have their metaphorical meaning listed in dictionaries. Thus, a metaphorical meaning is accessed immediately because the relevant meaning involuntarily comes up. This is possible because the inferential steps involved in narrowing and broadening are subconscious processes.

The alternative processing route proposed by Carston is a reflective comprehension process, thought to be more controlled and reflective than the automatic pragmatic processes engaged in comprehension of familiar metaphors. Again, as with Carston’s first route, the additional one shares many of the characteristics of the reflective aspect of thinking described by Sperber (1997) and Mercier and Sperber (2009, 2011, 2017). On their account, reflection is thinking about one’s own thoughts, hence a kind of metarepresentational process. Evaluating beliefs is a task that belongs to the argumentation module which is metarepresentational. It indirectly delivers reflective inferences. Discussing the properties of the modules that draw inferences about representations, Mercier and Sperber (2009) say “The conclusion embedded in an output of the argumentation module is disembedded and used as part of the input for another operation of the same module, and this can be reiterated many times” (Mercier and Sperber 2009, p 47).

Considering an example of a literary metaphor, (2) *The tongue says loneliness, anger, grief, / but does not feel them*, I will try to see what processes are required by drawing the message that is communicated. On the second route, the literal meaning does not just “linger”, but it has a more prominent role given by the fact that it is maintained, developed and represented as material for a reflective pragmatic process that extracts from it relevant implications that are taken to comprise the metaphor’s meaning. Unlike the ad hoc route, the metaphorical meaning derived through holding the literal meaning in mind has no explicature and only consists of an array of weakly implicated assumptions that emerge gradually, making it slow and likely analytical. Following Carston’s suggestion, says in this context is held for further reflective processes whilst an imaginary world is formed. This means that interpreters create false beliefs which present the tongue as actually saying, that is pronouncing, vocalising, declaring, and so on several words which have negative connotations. The literal meaning in the modulation process is only a point for pragmatic processes and allows processing of relevant meaning only. What it seems to me to happen in example (2) is that hearers become conscious of the literal meaning not in the sense that they hold it for further processes, but because they are evaluating the producer’s arguments that challenge their view of the real world. Evaluating arguments triggers slower processes of reflective inferences. But interpreters know that the tongue itself cannot speak and it is just an organ used in articulating speech among other things. This is clearly a stage of hypothetical thinking. What is likely to happen here is that interpreters are searching for a wider range of encyclopaedic properties of the encoded concept during the concept modulation to fit multiple possibilities that will finally lead to the conclusion. Stanovich and Toplak (2012) presume that “the cognitive decoupling” is a central feature for hypothetical thought. Thinking hypothetically involves maintaining a degree of awareness that representations of the real world are not the same as those of imaginary situations. Stanovich (2004) argues that decontextualisation and decoupling skills prevent our representations of the real world from becoming confused with representations of imaginary situations that we create on a temporary basis. This is

much in line with Carston's assumption that interpreters frame the literal meaning. However, I believe that the conceptual representations that interpreters form are metarepresented in turn to accommodate speaker's intentions and a decoupling in order to generate a serial associative cognition of the type "The author/speaker believes that [*The tongue says loneliness, anger, grief, / but does not feel them*"]". The interpreters search for arguments in their reasoning to be able to form new beliefs that can lead to the conclusion that is communicated.

V. CONCLUSION

This paper has intended to discuss the theoretical assumption that a perceived difference in metaphorical processing is related to a metarepresentational process of reasons in creating new beliefs. Understanding the speaker's meaning is a process that includes constructing interpretative hypothesis sustained by a series of mental mechanisms and mental modules. This work has supported the argument that novelty of metaphorical instances may trigger a more general reflective mechanism of human cognition which involves the representation of reasons. This, in turn, leads to the suggestion that Carston's two ways of processing metaphors might only be differentiated by an awareness of the reasons needed to reach a conclusion and belong to a much more widespread feature of language which distinguish between intuitive and reflective inferences in communication. The reasons for reaching a decision are argued here to be able to condition cognitive processes involved in metaphorical comprehension.

Undoubtedly, much more work needs to be done to sustain this speculative point of view. A metarepresentational reasoning module is a new paradigm that will need to be studied and tested in other fields and be looked at for implications for general theories of cognition. It remains to be seen whether people are likely to represent reasons in the interpretation of metaphors. In conclusion, I agree that a unified model of inferences as presented by Mercier and Sperber (2017) is a clearer framework which seems well suited for the study of reasoning and metaphorical language.

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Teachers' Attitudes toward and Use of Translation in the Foreign Language Classroom at Institutions of Higher Education in Croatia

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Abstract—The role of translation in the foreign language classroom has been changing, but it still remains a contentious issue. The long-lasting debate whether students of foreign languages might benefit from the use of translation in class might have made practitioners insecure in relation to whether using translation is beneficial or not, what methods are best and when to use translation. The aim of this study is to investigate EFL practitioners' perspective on translation in teaching foreign languages. Specifically, it explores language for specific purposes (LSP) teachers' attitudes toward translation at tertiary-level institutions in Croatia. The data were collected by means of an online questionnaire using snowball sampling method in order to reach a greater number of teachers. The respondents were English, German and Italian LSP teachers from a variety of tertiary-level institutions. The study revealed that in the Croatian context the majority of LSP teachers use translation in language teaching, however, there seems to be a lack of certainty about its usefulness. In addition, LSP teachers' approach to translation appears to be rather traditional given there is no diversity in the methods mentioned.

Index Terms—translation in language teaching (TILT), language for specific purposes (LSP), language teaching, assessment

I. INTRODUCTION

Since the 1980s there has been an ongoing discussion about the use and role of translation in language teaching (TILT) and there is an ever increasing number of publications on this issue (Pym A., Malmkjaer K. & Gutierrez-Colon M., 2013). However, under the influence of the long period of exclusion from the language classrooms practitioners still do not feel confident about the reasons and ways of implementing translation into their teaching (Macaro, 2005). Although translation is gaining value in the light of an increasing importance of plurilingualism and multilingualism i.e. increasing value of every language we know and because of the adoption of the cognitive approach to learning of building new knowledge on the existing one (L2 on L1), as well as the inclusion of various methods into language teaching to cater to the individual needs of every language learner, there is still no consensus on the importance, aims and ways of implementation of translation into the foreign language classroom (Tekin, 2010; Almoayidi, 2018). Given that practitioners cannot draw clear conclusions from theory or studies, there is a need to get an insight into the current practice and attitudes of LSP teachers toward TILT.

II. REVIEW OF LITERATURE

The negative view on TILT generally arises from the negative aspects of the grammar translation method. Probably the most obvious arguments against translation are that it hinders the direct use of the language being learned and therefore influences its production and understanding through L1, and that it is not one of the four skills and, hence, prevents the communicative use of the foreign language (Gündoğdu & Büyüknisan, 2005). Other objections against TILT include the arguments that translation in itself is a very complex task, which can be slow, demotivating and too demanding for the language learner (Tekin, 2010; Cook, 2010). Its artificiality, that is focus on form rather than meaning, as well as accuracy rather than fluency are further objections against its inclusion into the modern foreign language classroom. Malmkjaer (1998) lists more disadvantages, such as: taking up valuable time to teach the four skills, unnatural, misleading students into thinking that expressions in two languages correspond one-to-one, producing interferences, a bad test of language skills, and only appropriate for the training of translators.

Although there are surely many disadvantages in the uncritical use of TILT, there are applied linguists who advocate its use and demand a more critical discussion. These linguists propose a new view on translation as an inevitable activity in the language learning process and in language use. One of the most prominent in this area are Guy Cook (2007; 2009; 2010) and Wolfgang Butzkamm (2003; 2011), but also Carreres (2006; 2014) and Gonzales-Davies (2014).

Cook (2007, 2010) often takes a global and wide perspective in saying that we live in multilingual societies where there is a constant need for switching, mediating and translating between people and various languages and therefore there is a need for including translation into the language classroom and teach the skills language learners will need in every aspect of their lives. Furthermore, if translation is connected to something that is relevant in the world outside the classroom, it could be motivating as well (Cook, 2007). He also claims that “for teachers too, if they know both languages, translation comes naturally as a teaching technique, unless of course they have been ‘educated’ not to do this.” (Cook, 2007, p. 397). But Cook (2007) is cautious in saying that although learners might need translation skills, there seems to be no discussion or research about the benefits of translation for the acquisition of languages. Butzkamm (2003; 2011) has a more concrete approach to TILT. He claims that foreign language structures should be taught through direct contrasting with the first language (Butzkamm, 2011). He even goes so far in saying: “the mother tongue is here not a stop-gap or a last resort, but a first resort. The translation is the grammar.” (Butzkamm 2011, p. 386). Despite the seeming radicality of this statement, it still appears to be very intuitive and natural that only by comparing certain language structures to the language(s) one already knows it is possible to fully understand how and why these structures are used, especially when one is learning a language outside the community where the language is spoken and has limited opportunity to use it. Carreres (2014) has a similar understanding of TILT as Cook (2007, 2010); she sees translation as an important real-world skill that has a communicative purpose, but claims that there is a need for more and larger experimental studies that explore the usefulness of translation as a language teaching and learning tool (Carreres, 2014). Most arguments for the use of TILT include the claims that it raises awareness about the similarities and differences between the first and target language (Tekin, 2010; Leonardi, 2010; Gündoğdu & Büyüknisan, 2005), and therefore could prevent interference errors (Tekin, 2010). It could make learners not only more sensitive to lexical and syntactic contrastive aspects, but also to similarities and differences on the discourse level (Tekin, 2010). And if employed critically and with a clear objective, it can include all the other language skills.

A. *Practitioners Attitudes and Behaviours toward TILT*

Teachers’ attitudes are under numerous influences, not only current trends. Their own learning experience and also their experience as teachers shape their beliefs and teaching styles. Their culture, their teaching context, as well as their personality, play a significant role. As Hall and Cook (2012) pointed out: “what is in vogue in the literature does not necessarily reflect what is actually happening in all parts of the world. In some places, the latest fashion simply does not reach teachers, syllabus designers or text-book writers; in others, there is a significant time lag before a new approach arrives; and elsewhere, new theories may be actively resisted.” (p. 272)

For all these reasons practitioners have been using TILT through the years of dismissal of L1 and translation from the language classroom and are still using it in different contexts (Schjoldager, 2004; Kelly & Bruen, 2014), especially at the secondary level, in large classes (Cook, 2009), and in contexts “where there are not many native speakers of the target language” (Lems, Miller & Soro, 2010 in Kelly & Bruen, 2014, p.3). Even though foreign language teaching literature was for decades under the influence of second language acquisition theories, first language acquisition, Skinner’s behaviourism, Chomsky’s universal grammar theories (Cook, 2009), the direct method and other theories which banned the L1 from foreign language teaching, it does not mean that practitioners were affected. Pym et al. (2013) investigated the role of translation in language teaching in the European Union and conducted various connected studies, among which a rather large study with 896 elementary, secondary and tertiary level language teachers. Their participants stated that grammar translation was the second last favourite teaching method, but that translation is being used in the foreign language classrooms. Their study (Pym et al., 2013) also showed that translation exercises are used more at tertiary level language learning, than at secondary level and least at primary level, and that teachers with an experience of 20 years or more were more prone to translation exercises. What is interesting is that in some countries (Croatia, Finland and the United Kingdom), there is a tendency of younger teachers to introduce translation exercises into the language classroom.

B. *Practitioners Attitudes and Behaviours toward TILT in Croatia*

Given that Croatia is one of the countries which took part in the studies conducted by Pym et al. (2013), some of their main conclusions will be presented here. In the questionnaire most of the Croatian teachers at all levels used translation, but in a mid-to-low frequency. The results also suggest that they have a relatively positive attitude toward translation and that they use it in a rather traditional way (checking grammar and vocabulary), but that they relatively agree with a newer understanding of translation as a fifth skill and that it can bring the other four skills (listening, reading, writing and speaking) together. These positive attitudes might stem from a tradition of investigating the possibilities and problems of the use of TILT in Croatia in the last decades (Zergollen-Miletić, 2014; Mihaljević-Djigunović & Pintarić, 1995).

III. METHODOLOGY

A. *Aims*

This study aims to explore the attitudes of LSP teachers toward the use and importance of translation in teaching languages for specific purposes (LSP) at Croatian tertiary-level institutions of higher education. Specifically, the aim is

to investigate foreign language teachers' self-reported use of translation and their standpoint toward the role of translation in the foreign language teaching classroom.

The research questions which guided the study are as follows:

- 1) What are LSP teachers' attitudes toward translation in the foreign language classroom?
- 2) How is translation used in the foreign language classroom at tertiary-level institutions?

B. Participants

The participants were 40 LSP teachers who work at tertiary-level institutions of higher education in the Croatian context. The anonymous online questionnaire was administered via e-mail using snowball sampling technique. All the respondents are female language teachers. More than a third of the participants (37.5%) are in the 40-49 age group, followed by 30-39 (27.5%) and 50-59 (25%) age groups. Only 5% of the participants are above 60 or under 30. The respondents' teaching experience varies from 3 to 39 years (18.45 years on average, mode=20, median=18). Most respondents (22,5%) have between 16 and 20 years of experience. The respondents teach English, German or Italian, or a combination of these (English and Italian or English and German). An overwhelming majority of the respondents (75%) teach English for Specific Purposes, a third of the participants (32.5%) teach German and only 10% teach Italian. In terms of the profession, more than a third of the respondents (37.5%) teach Business LSP, which is followed by LSP for Engineers (Marine Engineering, IT, Telematics) (22.5%), Maritime LSP (15%), LSP for Tourism (10%), Medical (7.5%) and Law LSP (7.5%). In addition, LSP for Politicians, Kinesiology and Musicians are also taught by one of the respondents.

C. Research Method

The responses were collected by means of an online questionnaire written in Croatian in order to reach teachers of different languages and to determine whether there is a difference among these. The questionnaire comprised four parts: sample characteristics, participants' use and attitudes toward translation, translation and assessment and perceived students' and teachers' attitudes toward translation. The first part investigated the participants' personal data in relation to gender, age, teaching experience, languages they teach and professions they teach. This part consisted of two multiple-choice questions and three open-ended questions. The second part enquired into the participants' use of translation – a yes-no question asked the respondents whether they use translation or not. Four multiple-choice questions explored why they use translation, how often they use it within one semester, what the purpose of using translation is and how they use it (translating from mother tongue to the target language, vice versa or both; written and/or oral translation). One open-ended question enquired into translation activities they use in the classroom (types of activities, what they translate), while the remaining two open-ended questions investigated the respondents' views on advantages or disadvantages of using translation in the foreign language classroom. In the third part the participants provided their responses regarding the use of translation in assessment. Specifically, a yes-no question enquired whether the respondents use translation in assessment or not. Two multiple-choice questions investigated what is translated in tests/midterms/ exams (words, phrases, sentences and texts) and what kind of translation is used (from mother tongue to the target language, vice versa or both). The fourth part asked the respondents to rate whether students liked or disliked translation in the classroom using a multiple-choice question. Two open-ended questions asked the respondents to provide answers why they think students like or dislike translation. Finally, a multiple-choice question investigated whether the respondents' teachers used translation in teaching.

IV. RESULTS

A. Use of Translation in Teaching

In terms of the use of translation in teaching, the results show that that an overwhelming majority of the participants (92.5%) use translation, only the minority (7.5%) report they do not use it in their classroom. When asked about the reasons for the use of TILT most of the respondents agreed with the statement that they use it for the purpose of teaching vocabulary (90%), followed by teaching grammar (45%) and developing the communicative competence (40%), whereas only 30% use TILT to develop translational skills, 22.5% for developing reading competence, and 12.5% for developing writing skills. More than half of the respondents agreed with the statements that they use TILT to check (65%) and facilitate comprehension (62.5%). To further clarify the reasons for the use of TILT, the respondents provided numerous and detailed explanations (that were translated from Croatian into English by the authors) and some of these can be divided into the following four categories:

(1) TILT expands vocabulary in L1 and L2

i. [I use TILT] because there is terminology and maritime jargon that students are not familiar with in the Croatian language.

ii. I use it because it is quite important to me that students are familiar with synonyms in Croatian when they communicate about their profession in Croatian.

(2) TILT helps when dealing with complex terminology

i. I believe that technical vocabulary is acquired more easily that way.

ii. *Without translating terminology into the Croatian language, there is no precise understanding of terms in any language.*

iii. *[I use TILT] As a help to students in acquiring technical terminology and translation, which they can encounter during their study programmes and at work, in order to facilitate the understanding of terminology.*

iv. *Texts are quite technical and students have a problem dealing with vocabulary.*

(3) TILT raises awareness about the similarities and differences between languages and prevents interference errors:

i. *[TILT helps in] understanding more complex structures, false pairs in technical English/German.*

ii. *I use translation only to compare the meanings of certain terms and phrases.*

iii. *I use to raise awareness comparatively and acquire technical terminology and to get an insight into the differences between the general and language for specific purposes.*

iv. *Students need to become aware of the differences between the two languages in order to avoid literal translation.*

Some respondents claim matter-of-factly that “it (translation) is relevant“ and “it is efficient“. One states she uses translation “because it is an integral part of teaching languages for specific purposes” and another one that it signifies “training students to use foreign literature independently with the aim of finding and recognizing wanted and demanded information“. One respondent points out the pragmatic part of using translation by saying “there are tasks and exercises at hand“, whereas one warns about the learning goals in LSP “sometimes I deem it useful although translation is not one of the learning goals“.

The reasons why translation is not used in the LSP tertiary-level classroom could be grouped into the following categories:

(1) avoiding mother tongue

i. *I try to avoid using the Croatian language, [I do it] just in dire need.*

(2) TILT is a challenge for both students and teachers:

i. *Students find that (translation) is a major challenge, which they are frequently not prepared to face, and it represents a big challenge in assessment.*

ii. *Translation is a skill. Similarly to developing certain skills, we should develop translation skills, as well. Without the necessary knowledge about that skill, translation is boiled down to the task in which we are trying to check the acquisition of the meaning and certain grammatical structures.*

iii. *These are too demanding teaching activities, especially for those who have just started dealing with language for specific purposes. I believe it would demotivate my students. Although I do not think it is a strategy or technique that cannot contribute to acquiring a foreign language.*

(3) TILT is not appropriate for all levels of proficiency:

i. *I use translation much more when teaching lower than higher level of learning language for specific purposes. Given that I teach language for specific purposes only at higher levels, I use it in teaching technical terminology and phrases, but I keep it at a minimum.*

Other reasons against TILT are that lack of time: “My use of translation is very restricted due to the amount of material prescribed in the syllabus.” or knowledge about the reasons and ways of implementing translation into language teaching: “I am not sure whether translation is useful in teaching different language aspects and whether it is and to what extent necessary to develop the very translation skill in students. However, my attitude is based only on intuition, I do not know a lot about translation theory and translation in teaching foreign languages, but I would love to learn. Therefore, I believe your paper is praiseworthy.”

B. Frequency of Use of Translation in Teaching

Nearly a third of the respondents (29.3%) report using translation every two lessons and 26.8% of them say they use translation during every lesson. Only 2.4% use it once in semester and 10% of them claim they use translation twice in a semester. The additional comments frequently report translation is used “when needed” or “sometimes“. Some respondents state that their use of translation varies depending on the task or study group:

i. *There is no rule, just sometimes it is a task consciously planned as a translation task; more often that activity imposes itself as a requirement within another task.*

ii. *Whenever there is a need to compare two terms, twice in a month.*

iii. *It depends on the study program, I use it every or every two lessons with some students, and however, with other students I use it 3-5 times in a semester (classes are held once a week, two or three hours).*

When all the answers are coded into Likert scale responses *never*, *rarely* (once or twice in a semester), *sometimes* (“when needed”, “occasionally”), *often* (every two lessons) and *very often* (every lesson) more than a third (35%) of respondents use TILT often, even 27.5% use it very often, 22.5% sometimes, and only 15% rarely or never. When asked whether their language teachers used translation in teaching most of the respondents (42.5%) claim their teachers used translation “often” and 10% of them report they used translation “very often“. A third of the participants (32.5%) claim their teachers used translation “sometimes” and the minority (15%) think they used it “rarely” or “never”.

C. Advantages of Using Translation in Teaching

The respondents were asked about their opinion on the advantages and disadvantages of translation in language teaching. 77.5% of our respondents gave an advantage of the use of TILT. More than 60% of them connect the advantages of the use of TILT with teaching and acquiring vocabulary and believe that the main advantage of translation is that it is the easiest, most efficient method to explain the meaning of a technical expression. Some of their answers can be divided into the following categories of advantages of TILT connected with teaching and acquiring vocabulary:

(1) TILT helps to ensure understanding of technical vocabulary and with explaining and acquiring vocabulary:

- i. *[TILT ensures] a more precise understanding of technical terms.*
- ii. *Without precise translation equivalents, there is no vocabulary acquisition in any language.*
- iii. *It is sometimes easier to master technical vocabulary because it does not require wasting time to explain professional terms, which students are familiar with in their mother tongue. It is useful in order to check understanding of complex professional and academic texts, especially if students do not have a well-developed reading skills of advanced texts*

(2) TILT helps raising awareness about the similarities and differences between the use of vocabulary in different languages and development of metalinguistic awareness:

- i. *There are many advantages: they learn to compare language structures in different languages by raising awareness that there are no complete synonyms in a foreign language; there is a need to build vocabulary in order to express more precisely; use dictionaries and similar reference material; encouraging thinking about the mother tongue*
- ii. *the ability to compare two languages and determining similarities and differences between them, quick solution to vagueness and easier retention of new terms and phrases.*
- iii. *developing metalinguistic awareness of “language peculiarities“ and their specificities that do not have a 100% equivalent in a second language.*

A small number of respondents move away from vocabulary when describing the advantages of TILT. Next to vocabulary, two respondents mention that it helps in acquiring and practicing grammar. Three believe it can give feedback on and certainty in proper understanding. For some, the task of translating in itself is an advantage since the learner is the sole active participant. One respondent believes that through the use of TILT “*students have to be actively involved in work, they have to understand the meaning of text*”. Others claim that it helps in the “*active mastering of a language*” and enables “*real situations*” to be involved in language teaching. Only two mentioned communicative competence as being an advantage of the use of TILT (“*developing communication competences, raising awareness of various conceptualization of synonyms, raising awareness of conventions to structure different texts.*”).

Some respondents also believe that one of the advantages of using translation is that it shows precisely the status of their students' knowledge. One respondent describes it as “*the most reliable assessment of mastering sentence structure, vocabulary and grammatical structures of a foreign language.*” and another believes that through translation “*one gets a comprehensive overview of the knowledge of the language. It is easier to diagnose problems, that is, parts of a language the student has still not mastered*”.

D. Disadvantages of Using Translation in Teaching

Less than half (47.5%) of the respondents listed a disadvantage of the use of TILT, while a number of them (17.5%) believe that given the right approach to translation, there are no disadvantages to using it. The described negative aspects of the use of TILT can be divided into five groups of disadvantages: 1) using mother tongue instead of L2, 2) it is time-consuming, 3) it is not amusing, 4) it demands more training in translation 5) less focus on global understanding.

And while one respondent claims that the main disadvantage of the use of TILT is that translation is “*a drill task that is not mentally challenging for students*”, another says that it is “*demanding and requires good preparation and knowledge (grammar, vocabulary).*” And yet another sees a problem in that translation is a task that requires “*constant monitoring of the process and outcomes*” otherwise it can lead to interference.

E. Respondents' Perception of Students' Attitudes toward Translation

The respondents were also asked about their opinion on whether their students liked or disliked translation and what they think why that is so. Most of the respondent (38.5%) think that their students do not have a strong opinion about translation, whereas even more than 20% of respondents were undecided about their students attitudes. 28.2% believe their students like translation and only 10% think their students do not like it. The most common answer in relation to the question why students like translation is that it is an efficient, straightforward method that helps students grasp new vocabulary easily:

- i. *It facilitates understanding of business terminology.*
- ii. *They get quickly to the desired answer they are looking for. They do not achieve communication goals, but precious time is not wasted on explaining technical terminology.*
- iii. *It enables the understanding of the unit and comparing expressions in different languages they know.*

A good command of translation skills is another explanation given by the respondents on why students like translation. Naturally, those who are good at translation enjoy it and like showing their strengths. Also, it enables those students to hone their syntax. Finally, given that they are good at translation, it increases their motivation to pursue their learning goals:

One respondent mentions that students like translation due to its nature – it gives them a sense they have done something concrete. Their results are quite tangible because they can see the proof of their knowledge and efforts: *“It gives them the feeling of certainty and accomplishment”*

Another respondent believes that students like translation because it is easier to translate than to use English. Also, they think that students like it because they are aware of the fact that translation will be part of their future jobs and they do not perceive the activity as translation, but as part of teaching and assessment:

The majority of those respondents who believe that students do not like translation think it is because students find it tedious. In addition, they stress that it depends on the way translation is introduced in the classroom. They warn that it should be done in combination with other teaching methods and teachers should spend a limited amount of time translating:

i. It's not very amusing.

ii. It's not fun.

iii. It is boring, therefore, translation should be introduced in “small amounts“ and combined with other teaching activities.

iv. It is monotonous if it is done as a lecture-style instruction.

Also, the respondents hold that translation is a very demanding task, sometimes too challenging for students to enjoy the activity and benefit from it. The participants think it presents an endeavour because it requires substantial prior knowledge and a lot of dedication. The respondents highlight students' lack of knowledge of Croatian terminology to conduct this activity, too. It seems that the frequent usage of English expressions in everyday life makes Croatian equivalents sound contrived:

i. I believe it is a great challenge.

ii. It is sometimes tedious, but also difficult, for example translating parts of business letters from their mother tongue to a foreign language.

iii. It is difficult for them to retrieve technical terms in Croatian and frequently they find these funny.

iv. Students who do not like translation are those with poor prior knowledge.

v. They have to think and be involved in classroom activities.

vi. It demands using various activities and a lot of time.

One respondent claims that it is normal their students do not enjoy translation given they have chosen to be involved in a different line of work by saying *“they did not want to study languages, they wanted to be engineers.”*

F. Respondents' Ways of Implementing TILT

Almost two-thirds of the respondents (65%) provided a short description of their ways of implementing translation tasks into language teaching and almost all described rather traditional tasks of direct written or oral translation of words, phrases, sentences or texts:

i. Direct translation of a term that students do not know.

ii. Translation of the sentence, translation of vocabulary units.

iii. Translating words and phrases when introducing a new vocabulary.

iv. Translation of isolated sentences, translation of the text.

v. Translating technical texts from German to Croatian, translating conversations from Croatian to German.

Only one respondent provided a slightly different description of a translation task in which the students read a text in L1 and need to write a summary in L2. Translation tasks of most of the respondents include translation of vocabulary (94.9%), followed by the translation of phrases (79.5%) and sentences (69.2%), whereas almost half (47.2%) of the respondents use translation tasks in which texts are translated. Almost all respondents (97.4%) use oral translation tasks, whereas 76.9% use written translation tasks and the majority of them use translation tasks in both directions, with a slight favour for L2 to L1 translation (94.9% translate L2 to L1, 84.6% translate L1 to L2). Most of the respondents claim that translations are carried out individually by their students (76.9%), more than a half (53.8%) state that the translations are carried out in pairs and less than half use group work (48.7%) or the frontal approach (46.2%) for translation in language teaching. When asked about the use of translation in assessment even 75% of the respondents confirmed using it. The large majority include translation of vocabulary/terminology (81.3%) into assessment, followed by the translation of sentences (59.4%), phrases (56.3%) and texts (28.1%). During assessment, translation tasks are carried out in both directions. 90.6% claim using L1 to L2 translations, while 84.4% include translation from L2 to L1.

V. DISCUSSION

In line with a previous study (Pym et. al., 2013) on the use and attitudes toward translation in the Croatian foreign language teaching context, this study shows that Croatian foreign language teachers at the tertiary level have a positive attitude toward TILT and that they use it in their language classes. The results of this study show that in the context of teaching languages for specific purposes at Croatian institutions of higher education an overwhelming percentage (over 90%) of teachers use translation as a teaching method and they use it in a mid to high frequency similar to the reported use of their teachers. The high percentage is surprising since this method is still one of the least favourite among other methods (Pym et. al., 2013). And although almost all of the respondents use TILT, some of them are insecure about its

effectiveness: ‘...my attitude is based only on intuition, I do not know a lot about translation theory and translation in teaching foreign languages, but I would love to learn..., ‘I am not sure whether translation is useful in teaching different language aspects...’

This reflects the current lack of large-scale empirical studies that would give more information about the usefulness of TILT in comparison to other language teaching methods (Carreres, 2014). In this study the main reasons for the use of TILT are teaching vocabulary (90%) and checking and facilitating comprehension, which shows that Croatian university teachers look at translation from a more traditional point of view, but that they also see the most benefits when using TILT for these purposes. This is supported by the fact that more than a half of those who listed advantages of the use of TILT mentioned that translation is the best method for teaching technical vocabulary because it is efficient and not time consuming. This is especially typical for the LSP context where terminology represents an important part of the teaching content. Due to this reason, the results are perhaps not replicable to other language teaching contexts.

Almost a half of the respondents (40%) claim that their reason for the use of TILT is to develop communicative competence, still, only two of the respondents mentioned communicative competence when describing the advantages of the use of TILT, which might suggest that some see a bigger potential in the use of TILT aside from aiding vocabulary acquisition, but are not sure whether its advantages can be compared to the advantages of other methods or are not sure how to use it for this purpose. This, of course, cannot be clearly stated, since they were not asked to compare translation to other teaching methods. It is clear, however, that there were more respondents (77.5%) who listed advantages of the use of TILT than those who listed disadvantages (47.5%). The most frequently mentioned advantage is its usefulness in vocabulary teaching and learning and its role in developing metalinguistic awareness, while the listed disadvantages include arguments that through TILT the process of language learning is unnecessarily focusing on L1, that translation tasks are time-consuming and boring, that one requires special training in translation to be able to use it and that it turns the focus onto detail i.e. a too analytical approach to language learning and teaching.

The results of the study further suggest that in the Croatian LSP context translation is used in a rather traditional manner - direct translations of words, phrases and sentences. Only one respondent reported on using a more alternative and creative translation task. This might indicate that foreign language practitioners are not familiar with more innovative approaches to the use of translation tasks and that there is a need for drawing on the findings from translation studies (Carreres, 2006) and translator education whose experts can provide a long list of useful and creative translation tasks for language teaching. And while, according to Leonardi (2010), translation can promote collaborative learning and is well suited for teamwork and joint problem solving, most of the respondents in this study claim that in their classes translation is done individually, whereas a little more than a half use pair work for translation tasks and a little less than a half assign translation tasks as group work activities.

One of the limitations of the study is that a more detailed questionnaire should have been developed to give more precise data about the attitudes and use of TILT and that no Likert-scale questions were used and therefore no correlation between the answers could be found. Another limitation of this study is that in the questionnaire and therefore in the participants’ answers no differentiation was made between mere L1 use in language teaching and the use of translation as a pedagogical tool. This is a general problem of the theory and research on TILT and further discussion about the differentiation and defining these two should take place.

VI. CONCLUSION

This study shows that translation is an integral part of teaching LSP in the Croatian tertiary context but that there is no certainty about its usefulness other than in vocabulary teaching and learning. Also, there is an overall lack of a more innovative approach to its implementation into the language learning classroom. Therefore, further investigations into this topic should be made, further discussions should be opened up and a closer look should be taken into the findings of translation studies to clarify how to use TILT best to upgrade language learning in general and LSP teaching in particular.

APPENDIX. QUESTIONNAIRE

Translation in Teaching Languages for Specific Purposes

1) Gender

Male	
Female	

2) Age

<30	
30-39	
40-49	
50-59	
60<	

3) Number of years in teaching foreign languages:

--

4) What language(s) do you teach (e.g. English, German, Italian, etc.)?

--

5) What language of specific purpose do you teach (e.g. medical, law, business, etc.)?

--

6) Do you use translation in teaching languages for specific purposes?

Yes	
No	

7) Why do (not) you use translation in teaching languages for specific purposes?

--

8) If you use translation, how often do you use it during a semester? (Mark only one)

never	
once in a semester	
twice in a semester	
every two lessons	
every lesson	
Other:	

9) Why do you use translation? (Check all that apply)

to teach translation skills	
to teach/practice vocabulary	
to teach/practice grammatical structures	
to develop reading skills	
to develop writing skills	
to develop communicative competence	
to check understanding	
to help with understanding	
Other:	

10) What language do you translate to when teaching foreign languages? (Check all that apply)

from mother tongue to a foreign language	
from a foreign language to mother tongue	

11) What type of translation do you use? (Check all that apply).

Oral	
Written	

12) If you use translation in class, what kind of activities do you use? Describe briefly.

--

13) The activities include the translation of: (Check all that apply)

words/terms	
phrases	
sentences	
texts	
Other:	

14) Translation activities are carried out (Check all that apply):

individually	
in pairs	
in groups	
frontal	

15) Do you use translation in language assessment?

Yes	
No	

16) Language assessment involves the translation of (Check all that apply):

terms	
phrases	
Sentences	
texts	
Other:	

17) Students in language assessment translate (Check all that apply):

from mother tongue to a foreign language	
from a foreign language to mother tongue	

18) What are the advantages of using translation in teaching foreign languages?

--

19) What are the disadvantages of using translation in teaching foreign languages?

--

20) In your opinion, students (mark only one):

like translation	
do not like translation	
neither like nor dislike	
I cannot tell	

21) Students like translation because... (Finish the sentence)

22) Students do not like translation because... (Finish the sentences)

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Theory and Practice of the Mini-bibliobattle as an Output Activity of Extensive Reading

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Abstract—The purposes of the present paper are (a) to propose the Mini-Bibliobattle as an appropriate output activity linked with the extensive reading (ER) program by discussing its theoretical background and (b) to explore the effects of the Mini-Bibliobattle on the change of reading attitudes through one case study. The current paper firstly reviews the previous literature on the outcome of ER and points out that little study has been done concerning how the input of English gained through ER can efficiently be connected to the development of the output ability. In this paper, the Mini-Bibliobattle, in which each participant makes a three-minute presentation on his/her favorite book, answers the questions by the audience, and decides a champion book, was proposed as an appropriate output activities of ER. Then its rationale was discussed from the two perspectives, i.e., continuity with ER and relatedness to ER. Additionally, a case study was conducted with 46 third-year technical college students to investigate the effects on their reading attitudes. This case study found that (a) the participants came to read English more carefully than before (b) they came to expand the range of book selection and (c) most participants recognized that the Mini-Bibliobattle was a meaningful activity for their output ability development.

Index Terms—extensive reading, Mini-bibliobattle, output activity, reading attitudes

I. INTRODUCTION

Extensive Reading (ER) is defined as reading that exposes learners to large quantities of material within their linguistic competence (Grabe & Stoller, 2002). In the ER course, learners have a choice in what they read, and the purpose of reading is usually related to pleasure, information, and general understanding (Nation & Waring, 2013). ER has been a major form of language input for those who study English as a Foreign Language (EFL), who rarely have an opportunity to use the language outside the classroom (Nation, 2011; Takase, 2012). It is also argued in cognitive science that multiple encounters through listening and reading are indispensable to language development under the EFL circumstances (Nakamori, 2013). With the urgent need to find a way of increasing comprehensible input, the influence of ER on English education in Japan began to spread at the beginning of the 21st century. Sakai (2002) proposed one million words as a milestone and outlined the three basic ER principles for Japanese learners of English: (a) Read what you can enjoy without a dictionary. (b) Skip the words you do not understand. (c) Read books of interest. In other words, learners are encouraged to read a book like the way they usually read in their native language. By starting with very simple books, they can enjoy reading English without being interfered by repeated use of dictionaries. By having an experience of reading a whole foreign book on their own, they can build up confidence and feel pleasure in reading English. These experiences motivate learners to read more, leading to a massive amount of authentic language exposure. As a result, their English ability is expected to be developed gradually and steadily.

The ER approach to language learning with the three principles made an impact on many EFL classrooms in Japan, where the traditional grammar-translation method has dominantly been used. The approach of reading lots of simple English without dictionaries seemed new to learners as well as teachers who were used to translating English into Japanese word by word with dictionaries or taking the search-translation-equivalent strategy (Tanaka & Abe, 1984) while reading. After the first proposal of the three principles of ER by Sakai (2002), Furukawa and Kawade (2003) published an introductory book while mentioning the effectiveness of ER. Sakai and Kanda (2005) suggested a detailed methodology of conducting SSR (Sustained Silent Reading) programs at schools. Furukawa (2010) explained how he had managed his ER class while displaying its effectiveness on junior and senior high school students at his English school. Takase (2010) published a teaching manual for extensive reading and extensive listening targeting English teachers in Japan. All of them stressed the importance of the amount to be read along with the easiness of the English texts as the means of comprehensible input (Nishizawa, Yoshioka, & Ichikawa, 2017). Thus more and more schools have adopted the ER program every year in Japan (Takase, 2010).

In addition to these works which focus on how to organize the ER course, the number of empirical studies and practice reports which display and discuss the effectiveness of ER has been increasing. These studies and reports have contributed to elaborating the ER methodology and boosting the presence of ER. For example, Nishizawa, Yoshioka, and Fukada (2010) implemented the four-year or six-year (if included the advanced course at their college) long ER program and had enthusiastically kept encouraging their students to read extensively not only in class but also outside of class. As a result, about half of their students read more than one million words in total before graduation every year.

The effectiveness of their ER program has been displayed in the significant TOEIC® (Test of English for International Communication) score increase. Some of their students had read more than three million words in total, and this number is regarded as a threshold to reach the level of students who had studied abroad for one year in terms of the TOEIC® test score (Nishizawa, 2010). Since these studies showed the benefits of ER quantitatively, at least some of the Japanese teachers who had been skeptical about the benefits of ER altered the current teaching practices. Thus the increasing number of educational institutions in Japan have begun employing the ER program to get over the input-poor problem.

However, while many studies have put emphasis on the strength of ER in increasing language exposure, only a few attempts have so far been made as to how the input of English gained through ER can be connected to the improvement of the output (i.e., speaking and writing) ability under the EFL circumstances or what activity can be considered appropriate for those who have experienced ER. Although some examples of reading activities are listed in Bamford and Day (2004) and Nakanishi (2005), the number is still limited for English learners at the elementary level in the EFL context. The present paper focuses on this issue and proposes the Mini-Bibliobattle as one of the appropriate and feasible output activities of ER, discussing its rationale. Furthermore, a case study was conducted with 46 third-year technical college students to investigate the effects of the Mini-Bibliobattle on the reading attitudes. Thus, the pedagogical appropriateness of the Mini-Bibliobattle as an output activity of ER is discussed through theory and practice.

II. PREVIOUS RESEARCH

A substantial number of previous studies have examined the effects of ER on the development of English proficiency, reading attitudes and the learners' affection. The preceding literature has indicated the effectiveness of ER in such fields as reading fluency (Beglar & Hunt, 2014; Fujii, 2017a; Fujita & Noro, 2009; Imamura, 2008; Iwahori, 2008), learners' positive attitudes or affection for reading English (Fujii, 2013; Nation, 1997; Robb & Susser, 1989; Takase, 2012), vocabulary building (Day & Bamford, 1998; Horst, 2005; Kweon & Kim, 2008; Krashen, 2004; Pitts, White & Krashen, 1989; Waring & Takaki, 2003), and the English proficiency improvement in terms of the standardized proficiency test score (Furukawa, 2010; Nishizawa et al., 2010; Nishizawa et al., 2017). Green (2005) includes critical thinking skills and the appreciation of different authorial viewpoints as the benefits of ER. It has been pointed out that these effects become more prominent by conducting the long-term continuous ER program (Krashen, 2004; Nishizawa et al., 2017) and by reading more than 100,000 total words (Takase, 2010) in the EFL context like Japan.

A closer look at the literature, however, suggests that there are two primary positions as to how much influence ER can bring about to these effects. One standpoint views ER as the only contributor, where ER alone is considered to lead to the improvement in every language skill. One of the representative researchers taking this standpoint is Krashen (2004). He argues in his book that reading is "the only way we become good readers, develop a good writing style, and adequate vocabulary, advanced grammatical competence, and the only way we become good spellers (p. 37)." The word *reading* by Krashen refers to Free Voluntary Reading (FVR), which means that learners are free to choose the material they want to read and read voluntarily with no requirements. FVR also means that learners can put down a book they do not like and pick another one instead, and they do not need to look up every word even if they encounter unknown words. Using FVR in almost the same meaning as ER, he argues that FVR is the only learning way that has a significant ripple effect, bringing about a substantial outcome for learners.

On the other hand, some researchers take a different position from Krashen (2004). Even though they acknowledge the effectiveness of ER, they argue that ER alone is not sufficient to acquire every language skill. For example, Takeuchi (2007) suggests that ER serves as a necessary condition to enhance foreign language skills, but it is not a sufficient condition. Brown and Larson-Hall (2012, p. 54) state that "input alone does not lead to language acquisition." For the researchers in this position, something extra in addition to ER is considered necessary in order to gain greater effects. The examples of "something extra" which have been given so far are reading strategy (Shen, 2008; Susser & Robb, 1990), intensive reading (Carrell & Carson, 1997), intentional vocabulary learning (Furukawa, 2010), explicit grammar instruction (Furukawa, 2010; Shirahata, 2015), shadowing (Nakanishi & Ueda, 2011), and output activities (Kanatani, 2005; Muranoi, 2006; Oi, Tabata & Matsui, 2008; Tanaka, 2016).

The present paper takes the latter position with regard to the effects of ER and focuses on the output activities which help develop the learners' productive ability, on the basis of the consideration that the productive ability can be developed through the language use experience as Kanatani (2005), Oi et al. (2008) and Tanaka (2016) argue. Kanatani points out that ER alone does not necessarily connect to the success in improving English in every aspect. He then mentions the importance of using words or expressions encountered in the text so that some of them will be retained. Oi et al. discuss in their book that even if a large amount of language input is given and learners can understand it, it does not always mean that they can acquire it. They additionally point out that it is not until they use it that they realize the lack or gap in their knowledge. Tanaka argues that it seems difficult to acquire the extended usage of vocabulary and complex grammatical rules only through the implicit language exposure.

Concerning the benefits of ER on the development of productive ability, the learners' awareness is suggestive as well. Figure 1 illustrates the results of a questionnaire survey conducted to the students of the present paper ($n=46$), who were 17-18 years old and had received 30-minute in-class ER per week about 30 times in total at the time of the survey. They were asked to answer whether they had felt the ER program contributed to the improvement of their listening, speaking,

and writing ability, and reading fluency and vocabulary building. As the figure demonstrates, while more than half students regarded the ER program as beneficial in the improvement of reading fluency and vocabulary building, only 22-34% recognized the effectiveness of ER in the growth of listening, speaking, and writing. This result displays that at least some students were skeptical about the efficacy of ER on their productive ability development.

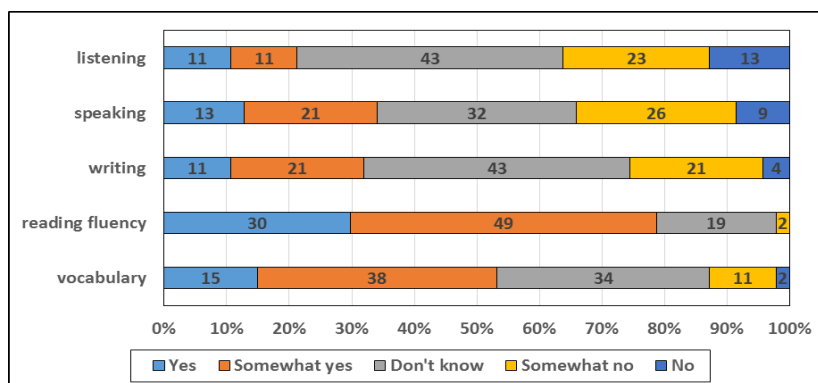


Figure 1. The recognition of ER effects in the L2 development

In spite of the arguments that the language use experience in addition to ER plays an essential role for the output ability development, little attention has been paid as to what type of activity can be served as an appropriate output exercise of ER and what effects it could bring about. The next section deals with the issue of a proper after-ER output activity, discussing its rationale.

III. MINI-BIBLIOMBATTLE AS AN OUTPUT ACTIVITY OF ER

A. The Rationale for an Output Activity of ER

From the viewpoint of the link with ER, it seems that an appropriate output activity needs to meet at least the two conditions, i.e., continuity with ER and relatedness to ER (Fujii, 2017b). The continuity with ER can be interpreted in two ways, i.e., continuity from ER and continuity to ER. An appropriate output activity of ER should be intended for learners who have read a certain amount of English because the purpose of this exercise is to offer an opportunity to use English obtained through the ER program. As a rough indication, in the case of Japanese EFL learners, about 100,000 total words input would be desirable for conducting an output activity. This is because the number is regarded as a threshold for Japanese learners of English to realize the effect of ER (Takase, 2010) and to be able to read the beginning level of major graded reader series fluently such as *Oxford Bookworms Library*, *Macmillan Readers*, and *Pearson English Readers*. In the ESL (English as a Second Language) environment, graded readers play a fundamental role as the principal language resource in the ER course (e.g., Day & Bamford, 1998). However, in general ER courses in Japan, besides graded readers, picture books, children's books and leveled readers, i.e., easy leveled books written for children of native English speakers, are also used. This has enabled learners at any proficiency level to start reading extensively without difficulties, which is one of the factors of spreading the ER program throughout Japan. These learners often begin with the *Oxford Reading Tree* series (Furukawa, 2010; Furukawa & Kawade 2003; Sakai & Kanda, 2005; Takase, 2010).

As for the condition of continuity, ER should be the premise to conduct the activity. Providing learners with an exercise to use English which they learned in a book will serve as an input-output connection. In addition, making learners expect a later output activity may promote the ER commitment. The continuity from ER thus plays an important role. The activity will be more effective if it motivates learners to read more enthusiastically after doing it. It is needless to say that this practice does not mean the end of the ER program. Learners need to keep reading in order to improve their English. In this respect, an output activity of ER should be the one which would bring out the learners' commitment to ER after the practice. Therefore, the continuity to ER is also crucial in considering an output exercise of ER.

The other word *relatedness* refers to the quality of English which will be used in the activity. It will be more reasonable if some of the words and expressions encountered in the ER program are used in the activity. For instance, in the case where graded readers and leveled readers that learners have read in the ER program serve as good material for the output activity, this will be an example which is related to the ER program in terms of the quality of English. If learners are supposed to use some expressions from a book, then the English input gained through ER will be more meaningful, authentic and personal to learners (Tanaka, 2016). Thus, continuity and relatedness seem to be the factors that need considering whether it is appropriate as an output activity of ER. Based upon the above discussions, the next section proposes the Mini-Bibliobattle, in which each participant makes a three-minute presentation and answers the questions by the audience in the following discussion period, as one of the appropriate and feasible output activities of ER.

B. Mini-bibliobattle

According to Taniguchi (2013), the Bibliobattle has its root in a laboratory at Kyoto University in Japan in 2007. The term *Bibliobattle* was coined by Taniguchi, consisting of *Biblio* and *battle*. In other words, the Bibliobattle refers to a book-review battle. It has some original features the other book-review activities do not have. The general procedure of the Bibliobattle goes as follows: (a) Make a group of 4-6. (b) Each presenter, called *bibliobattler*, brings one favorite book that he or she wants to introduce to the other participants in a group. (c) Decide the order of presentation by, for example, playing rock-paper-scissors or drawing lots. There is no official rule as to how to decide the order. (d) Give a presentation on the book for 5 minutes for the battle. (e) After the initial five-minute presentation, the discussion period follows for 2-3 minutes, in which the other presenters may ask questions about the book reviewed. (f) After all the presentations completed, vote for the book which each participant would like to read the most by a show of hands. (g) The book which gets the most votes will be the champion book of the day or *champu-bon* in Japanese.

In the discussion period, questions like who the author is, why the presenter chose the book, or how long it took to read through the book are frequently asked, but basically, any questions can be asked as long as they are related to the book. Questions with a purpose of pulling presenter's leg are prohibited, and the warm and relaxed atmosphere where every presenter and audience can enjoy is welcomed. In deciding the champion book of the day, presenters are not supposed to vote for a book they introduced as implicit consent.

The Bibliobattle is unique in that the best presenter does not always receive the most votes because the standard for judging is not on the presenter but the book. Each voter is asked to vote for a book that he or she wants to read the most, and the appeal of the book as well as the quality of presentation is an essential factor in gathering many votes to be a champion book. This is why the winner of the battle is called *champu-bon*, the champion book of the day. It is not a person but a book that is awarded in this battle.

The Bibliobattle has another type, called Mini-Bibliobattle, in which each presenter gives a three-minute presentation, but the rest of procedure and rules is identical with the ones for the Bibliobattle. The Mini-Bibliobattle is intended for young participants who feel difficult to make a five-minute presentation (Bibriobattru Fukyu Inkai, 2015). In a case study in the present paper, the Mini-Bibliobattle was employed, taking the learners' English proficiency level into consideration. The learners in this study were EFL Japanese learners at the elementary level based on their TOEIC® test score, and they had received only a few opportunities to make a presentation in English in front of the audience. From this situation, it seemed proper to start with a three-minute presentation and proceed to the higher step next time.

Concerning the appropriateness of the Mini-Bibliobattle as an output activity of ER, let us analyze this activity from the two conditions posited in Section 3, i.e., continuity with ER and relatedness to ER. If the books for the battle are limited to the ones read in the ER program, it will be necessary for learners to read many English books to choose which one they would like others to read. Furthermore, the Mini-Bibliobattle will also be a good opportunity to get to know new intriguing books reviewed by the other presenters, which can motivate them to read more after the battle. The Mini-Bibliobattle, therefore, can be said to meet the continuity condition in both ways, i.e., continuity from ER and continuity to ER. As for the relatedness to ER, preparation for presentation plays an important role. In writing a script for the presentation in the battle, learners can quote their favorite expressions or scenes in a book, or they may need to explain the outline of the story. In these cases, learners will refer to a book many times for their presentation, making the input-output relatedness possible. It is considered, therefore, that the Mini-Bibliobattle can serve as one of the valuable opportunities to use English gained through ER.

From a different point of view, by adding this battle to the ER program, learners may read English with more careful attention because they need to select one book for the battle, considering whether the story, readability and the punch line are good enough. If this is the case, the Mini-Bibliobattle will also be suitable for learners who have already had an ER experience for a long period and been stuck in a rut. This activity can make a change of pace and mood for such learners.

Then, one question comes up: What effects could the Mini-Bibliobattle bring to learners who have experienced the ER program? This issue needs to be examined from many aspects while accumulating lots of empirical research. In order to explore this big question, the present paper has set up the following two research questions and decided to conduct a case study:

- (A) Do the learners' reading attitudes change after experiencing the Mini-Bibliobattle? If yes, how do they change?
- (B) Do learners recognize that the Mini-Bibliobattle is a meaningful output activity of ER?

Reading attitudes in (A) focuses on the two aspects, i.e., how learners choose an English book and how learners read an English book. These two respects are regarded as significant viewpoints for teachers to lead to successful ER programs (Jenks & Brinham, 2012; Nishizawa et al. 2010). Thus, suggestions obtained from the case study may bring significant educational implications.

IV. CASE STUDY

A. Participants

A total of 46 students participated in this study. All the participants were in the third grade, aged 17 to 18, at a technical college in Japan. Their major was engineering, and they had received formal English education for

approximately 5 to 7 years at the time of the study. The participants had received about 30-minute in-class ER per week for two years, about 30 times in total, and had read 84,511 total words and 119 total books on average during that period. The average TOEIC Bridge[®] score was 134.9, being at the elementary level or A1 to A2 level on the Common European Framework for Reference measures (IIBC).

B. Practice of the Mini-bibliobattle

The Mini-Bibliobattle was conducted two times, at the end of the spring semester in September and the end of the fall semester in February. In the Mini-Bibliobattle, the participants were divided into ten groups, each of which consisted of four or five students. In the first Mini-Bibliobattle, each participant chose a book for the battle from April to May, wrote an English script for the presentation from June to August and practiced reading the text aloud in September. About half of the preparation had been made at home as the assignment, and the other half had been made in a classroom in the form of group work. On the day of the Mini-Bibliobattle, each of them brought a favorite book for the presentation, made a three-minute presentation and carried through a two-minute discussion period. When all the sessions completed, a champion book was selected in each group, and ten champion books were decided in a class.

After the first Mini-Bibliobattle was completed, the author attached a sticker on the front cover of all the champion books to show they were selected as a champion. Further, the author made a poster of the champion books, displayed it and made a “champion book corner” in the school library gathering all the champion books in one place. These are meant for more active participation in ER after the battle.

For the second Mini-Bibliobattle, the participants were instructed to choose a different book from the spring semester and were encouraged to make a better presentation with a better script, making eye contact with the audience based on firm memorization of the script. They wrote an English script and practiced reading it aloud from December to February. Most of the preparation this time had been made at home as the assignment.

C. Questionnaire

In order to explore the research questions, a questionnaire survey was created. This survey consisted of the four categories: (1) How do learners recognize the effectiveness of ER (the same question items as in Figure 1)? (2) How do learners choose English books? (3) How do learners read English books? (4) How much do learners recognize the meaningfulness of the Mini-Bibliobattle as an output activity of ER? Five questions were provided for the category (1), ten questions for the category (2), seven questions for the category (3) and four questions for the category (4), making up of 26 questions in total in the questionnaire. The 5-point Likert scale was employed for each question. The questions in the categories (2) and (3) are for exploring the research question (A), and the questions in the categories (1) and (4) are for the research question (B).

In the questionnaire survey in April, four questions in the category (4) were not asked. In the investigations in September and February, all questions were asked.

D. Procedure and Analysis

The study was conducted from April 2016 to February 2017 and consisted of the three stages. The first stage is the beginning of the spring semester in April, the second stage is the end of the spring semester in September, when the Mini-Bibliobattle was conducted for the first time, and the third stage is the end of the fall semester in February, when the Mini-Bibliobattle was performed for the second time.

First, a questionnaire survey excluding the four questions in the category (4) was conducted to the participants at the very beginning of the spring semester in April. This was to examine the participants’ reading attitudes until the end of the preceding academic year.

Second, the same questionnaire survey was used at the end of the spring semester in September after conducting the Mini-Bibliobattle for the first time. This was to investigate how the participants’ reading attitudes would change from April by incorporating the Mini-Bibliobattle into the ER program and experiencing the output activity.

Third, the same questionnaire survey was conducted at the end of the fall semester in February after the Mini-Bibliobattle for the second time. This was to explore the change of the participants’ reading attitudes from April and September by experiencing the Mini-Bibliobattle two times.

In a regular English class from April to September in the spring semester and from October to February in the fall semester, the in-class ER program was conducted for approximately 30 minutes per week. As a result, the total accumulative number of words read by the participants reached 159,406, and the total accumulative number of books read reached 155 on average at the end of the fall semester in February. The rest part of the class was used mainly for the intensive reading course using a textbook, vocabulary learning, and grammar instruction. A few hours were spent on the preparation for the Mini-Bibliobattle. Table I shows the brief procedure of this study.

TABLE I
THE STUDY DESIGN

Month	What was done in class	
April	Questionnaire survey	
	↓	30-minute in-class ER per week Intensive reading course Vocabulary and grammar instruction
September	Mini-Bibliobattle Questionnaire survey	
	↓	30-minute in-class ER per week Intensive reading course Vocabulary and grammar instruction
February	Mini-Bibliobattle Questionnaire survey	

With regard to the analysis, the descriptive statistics of the questionnaire surveys were calculated. Then, one-way analysis of variance (ANOVA) was performed to analyze the statistical difference of the three questionnaire survey results in the categories (1), (2) and (3). In the case where the significant difference was detected, Bonferroni's multiple comparison tests were conducted. As for the analysis of the statistical difference of the results in the category (4), paired t-test was carried out. The alpha level was set at .05 for both of the tests.

V. RESULTS AND DISCUSSIONS

Table II illustrates the descriptive statistics of the results of the three questionnaire surveys. The question items, the mean value of responses to each question in April, September and February, and the results of ANOVAs, multiple comparison tests and t-tests are displayed for each category in the table below:

TABLE II
DESCRIPTIVE STATISTICS OF THE QUESTIONNAIRE SURVEY

Questions	Apr.	Sep.	Feb.	
I think ER is effective in building vocabulary	3.53	3.64	3.90	
I think ER is effective in the reading fluency development	4.06	4.00	4.19	
I think ER is effective in the improvement of speaking ability	3.13	3.28	3.69	
I think ER is effective in the improvement of writing ability	3.04	3.22	3.57	*Feb.>Apr.=Sep.
I think ER is effective in the improvement of listening ability	2.83	2.85	3.21	
I choose a book from my favorite genres (e.g., suspense, romance, etc.)	3.09	3.57	3.93	*Feb.>Apr.
I choose a book from various genres (e.g., suspense, romance, etc.)	2.77	3.17	3.55	*Feb.>Apr.
I choose a book with large word counts	3.55	3.65	3.64	
I try to read as many books as I can	3.13	3.07	3.55	*Feb.>Sep.
I choose a book from my favorite series. (e.g., Oxford Reading Tree, Macmillan Readers, etc.)	3.39	3.93	3.76	
I choose a book from various series (e.g., Oxford Reading Tree, Macmillan Readers, etc.)	2.49	2.78	3.45	*Feb.>Apr.=Sep
I choose a book with small word counts	2.19	2.15	2.71	*Feb.>Apr.=Sep
I choose a book which I can understand more than 70%	3.85	3.76	4.05	
I choose a book which I can read fluently	3.04	3.02	3.48	
I skip unknown words or expressions without guessing the meaning.	2.91	2.85	3.24	
I guess unknown words or expressions while reading	4.07	3.93	4.00	
I repeatedly read to guess the meaning when encountering unknown words or expressions	2.81	2.96	3.38	*Feb.>Apr.=Sep
I look up unknown words or expressions in a dictionary after reading	2.13	2.35	2.83	*Feb.>Apr.=Sep
I do not care if I skip unknown words or expressions	2.98	3.11	3.31	
I try to memorize favorite words or expressions I found in a book	2.66	2.91	3.31	*Feb.>Apr.=Sep
I try to use favorite words or expressions I found in a book when writing or speaking English	2.60	2.53	3.12	*Feb.>Apr.=Sep
It was fun for me to do the Mini-Bibliobattle		3.76	4.00	*t(39)=2.51
I feel English used in the Mini-Bibliobattle was personal and original		4.18	4.17	
I want to read books introduced by other students		3.83	4.10	*t(41)=3.32
I think the Mini-Bibliobattle is a meaningful output activity of ER		4.07	4.24	

*: $p < .05$

The significant difference was found in twelve questions, and the mean value all increased from April or September to February. In the category (1), for example, the results of ANOVA and the multiple comparison tests demonstrate that the participants have a stronger tendency in February than in April or September to think that ER is effective in the improvement of writing ability. Likewise, five questions in the category (2) (e.g., I choose a book from my favorite genres), four questions in the category (3) (e.g., I repeatedly read to guess the meaning when encountering unknown words or expressions) and two questions in the category (4) (e.g., It was fun for me to do the Mini-Bibliobattle) statistically show the significant difference among the results of April, September, and February.

From these results, several findings are obtained. First, the results in the category (1) show that the participants found ER would help build their writing ability by experiencing an opportunity to write an English script in preparing for the Mini-Bibliobattle. Then why was a significant change observed in writing but not in speaking? One possible interpretation would be the difference in the participants' learning experience between writing and speaking. According

to a survey result in April, only 15% of the participants answered that they had had an experience of writing more than 300 words in English. For the presentation, they prepared a script with about 300-word length, which means that it was a new experience for the 85% students. On the other hand, approximately 30% of the participants had already had an experience of making a speech or presentation in front of other students before the Mini-Bibliobattle. This prior language use experience may lead to the difference in the impact on the participants. It should be noted, however, that the mean value in recognition of ER effects in the speaking ability development also increased from April to September and to February, leading to a significant difference at the .10 alpha level. From these results, it is suggested that the recognition of ER effects would be extended to the writing ability development by providing an output activity to use the resource gained through ER.

Second, a significant difference was detected in four questions in the category (2). These results show a stronger tendency in February that the participants were picking up a book from various genres and series of the ER library while placing their favorite one in the center. Two potential explanations are considered for this change. The first discussion would be that through experiencing the Mini-Bibliobattle, the participants found many exciting genres and series they had not known before. The data in the category (4) which represents the stronger interest turned to others' books in February confirms this interpretation. The experience of the Mini-Bibliobattle may have led them to pick a book from more diverse genres or series than before and helped convince them what genres they really like. The second discussion would be that they merely needed to find an intriguing book for the Mini-Bibliobattle from as many books as possible. This would also lead to a reason why more students in February tried to read as many books as possible and chose a book with small word counts. From these results and discussions, it can be suggested that incorporating the Mini-Bibliobattle into the ER program can expand the range of book selection. As Day (2015) states, "when students read a wide range of reading material, they learn a flexible approach to reading (p. 11)."

Third, the statistical analyses detected a significant difference in four questions in the category (3). In consideration of these results, the suggestions would be that the participants may read English more carefully and intensively by incorporating the Mini-Bibliobattle into the ER program and that they may strengthen a tendency of careful reading by experiencing the Mini-Bibliobattle. One plausible interpretation for this change would be that the participants were more or less aware while reading that they would need to tell in the Mini-Bibliobattle how intriguing the book is by referring to the text as necessary. This awareness may have caused a change in their way of reading to more careful and output-oriented. Furthermore, this recognition also may have led them to read the text many times or to use a dictionary to ensure the understanding.

Fourth, from the results of four questions in the category (4), the values were overall high enough to regard the Mini-Bibliobattle as a fun and meaningful activity for the participants. In particular, about 80% of them in September and about 90% of them in February recognized that the Mini-Bibliobattle was a meaningful output activity of ER. It is also shown that the participants' evaluation of the Mini-Bibliobattle overall got higher from September, which has led to a significant statistical difference in two items. One possible justification for these results would be that doing the same activity for the second time enabled them to make a more satisfactory performance and give them a bit of breathing room in their heart to enjoy it.

Some pedagogical implications are obtained through the suggestions from the present case study. For one thing, the Mini-Bibliobattle would be particularly proper for those who have had an ER experience for a certain period of time because it provides learners with an opportunity to use English in an ER book. The Mini-Bibliobattle would also be appropriate for those who have been stuck in a rut in ER and need some change of reading pace because it can expand the range of book selection and change the way of reading more careful and output-oriented. The second pedagogical implication would be that the Mini-Bibliobattle can be recognized by most learners as a meaningful activity to bridge between input and output. With the theoretical background argued in Section III, the Mini-Bibliobattle can be proposed as one of an appropriate output activity both theoretically and empirically.

VI. CONCLUSION

Preceding studies have suggested that the language use experience is necessary to extend the effectiveness of ER to the development of the output ability. Until now, however, there has been little study done concerning what output activity is appropriate and what effects can be brought about by conducting it. This paper proposed the Mini-Bibliobattle as a suitable output activity of ER, discussing its rationale from the two perspectives, i.e., continuity with ER and the relevance to ER. Then the Mini-Bibliobattle was conducted two times with 46 third-year EFL students at a technical college, who had experienced ER for two years. The effects of the Mini-Bibliobattle were investigated focusing on the change in their way of reading through the three questionnaire surveys. Specifically, the two research questions were explored: (A) Do the learners' reading attitudes change after experiencing the Mini-Bibliobattle? If yes, how do they change? (B) Do learners recognize that the Mini-Bibliobattle is a meaningful output activity of ER?

The findings drawn from the statistically analyzed results of the present case study confirm the answers. The answer to the research question (A) is yes. The participants strengthened a tendency of reading English more carefully and intensively and expanding the range of book selection. The answer to the research question (B) is for most learners, yes. This result ensures the appropriateness of the Mini-Bibliobattle as an output activity of ER not only theoretically but also from empirically.

The limitations of this study also need to be acknowledged for further investigation. First, the present case study displayed the results of the limited number of EFL participants at the elementary level. The results might have been different if the participants had been different. Therefore, the discussions and suggestions must not be treated as grim reality. It goes without saying that more follow-up studies are required for more reliable and multilateral suggestions. Second, a problem has remained unsolved concerning the decrease of the amount of English input because some period of time needs to be devoted to the Mini-Bibliobattle preparation if targeting learners at the elementary level. Further studies are required concerning at what stage the Mini-Bibliobattle should be incorporated into the ER program. Finally, the present case study did not deal with the effects of the Mini-Bibliobattle in terms of the standardized proficiency test score. Issues with regard to how this output activity can help develop the productive ability need to be investigated based on the objective scores as well.

However, this study despite its limitations contributed to widening the horizon of the output activity of the ER program by suggesting the Mini-Bibliobattle as an appropriate output activity both theoretically and empirically. It is hoped that the outcome of the present study will contribute to a better form of ER.

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Assessing the Writing Task: Do Pictures Change What Students Write?

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Abstract—This article reports an empirical study which compared the effects of different writing tasks on the writing products of EFL students. This study recruited 50 students from two natural classes in a Chinese university. In the pre-test, they were given the same writing task with only textual instruction and no difference was found in their writing quality. In the test, one class was given graphic novel with textual information, while the other class was given the same graphic novel without textual information. It finds that the group given graphic novel performed better than the other group in terms of content richness, plot development, organization, and language accuracy. It concludes that graphic novel is a better way to scaffold EFL student's narrative writing and visual information should be included in EFL literacy curricula.

Index Terms—graphic novels, multimodality, visual literacy, EFL learners

I. INTRODUCTION

The last two decades have seen a surge in researches concerning incorporation of graphic novels into the English classroom (for example, see Versaci, 2001; Chute, 2008; Chun, 2009; Corners, 2012; Bakis, 2013; Brenna, 2013; Brown, 2013; Moris, 2015; Cornell, 2016; Cook & Kirchoff, 2017; Brown & Begoray, 2017). The scope of how graphic novels are discussed is impressive. For instance, some pedagogues believe that combining print-based literacy and digital communication has the potential to increase student engagement as well as understanding of complex texts (Weiner, 2010; Brown, 2013). Spiegel and his fellow researchers (2013) believe that comics is an intriguing genre for informal science education, for it can generate and sustain student's interest in Science learning. Moreover, literacy scholars have become increasingly interested in the multimodality of comics; most comics, particularly mainstream comics, consistently make use of images juxtaposed with text (usually in the form of speech balloons, captions, or sound effects). Harrison (2003) demonstrates how images and text work together to make meaning for readers/users. Connors (2015) argues that reading and producing graphic novels with the intention of mapping their multimodal design can heighten students' appreciation for the form's complexity. Kirchoff & Cook (2016) found that not only did students believe that multimodal composition positively influenced their writing, but they also demonstrated a better understanding of the roles audience and design played in their own composition processes. Given the inherent multimodality of comics, there may be an unstated assumption that graphic novel is appropriate for teaching multimodality.

Until recently, most research about incorporating graphic novels are conducted in K-12 classrooms, there is no research about how graphic novels will work in the EFL classrooms. In addition, they mainly adopted qualitative research method. This study aims to explore the efficiency of using graphic novels as writing prompts in comparison to the traditional text writing prompts in EFL college classrooms, hoping that it can provide some implications for EFL college English writing instruction.

The article is structured as follows. First, I provide a brief summary of research on writing studies using graphic novels as prompts. In the second part of the article, I present my study, starting with research questions, participants and a description of the writing prompts. I then describe the methods used to collect and analyze data, present and discuss the result obtained, and conclude the article with a summary and suggestion for future studies.

II. LITERATURE REVIEW

The literature review consists of two parts. The first part is concerned with the use of picture books as writing prompts and the second part focuses on the studies on writing assessment.

Some studies only talked about the efficacies of picture books in boosting students' understanding and thinking skills of learners without carrying out empirical studies. Bishop and Hickman (1992) explained that in picture books the illustrations are integral to understanding the story. Typically, they appear on each page and work with the prose to create a greater whole. Pantaleo (2008) believes that picture books have the "capacity to teach critical thinking skills,

visual literacy skills, and interpretive strategies” (p. 67). Picture books have the capacity to strengthen writing skills in developing writers and present an appealing context in which to teach writing strategies (Dorfman & Capelli, 2009; Saunders, 1999; Uccelli, Dobbs, & Scott, 2013).

Other studies which test the effectiveness of using picture books only involved students from elementary and secondary schools. Anderson-McElveen and Dierking (2000) used children’s fiction and non-fiction children books as a teaching tool to support writing instruction. They conducted research to 50 kindergarten and fourth-grade students. The researcher read aloud one picture books to the two groups of students and lead the discussion of the writing technique of that book. Results showed that kindergarteners paid attention to special words, while the fourth grade paid attention to writing techniques. They suggested that writing teachers could create a list of target skills necessary for developing effective writing and then match children’s literature books to those skills.

Pantaleo (2010) explored elementary students’ understandings and responses to contemporary picturebooks with metafictional devices and examined how students used their knowledge of these metafictional devices to create their own print text. She discussed two children’s work in depth besides the overall findings of the data. She maintained that in order to develop students’ narrative competence, they need experience with diverse and complex narratives that demand particular cognitive skills for engagement, such as keeping track of numerous possibilities, and understanding that it is not always necessary to think in a straight line to make sense.

Premont and his fellow researchers (2017) investigated the efficacy of picture books in high school classroom in enhancing 10th grade struggling writers’ word choice, sentence fluency, and conventions. They selected the highest, lowest, and average-performing students, forming altogether 12 participants. Premont examines multiple drafts of student writing, student reflections, scores on a writing self-efficacy scale, and entries in the teacher’s reflective journal. They found that picture books as mentor texts can enhance secondary writing regardless of ability level, and they also increased student engagement. What remains unclear is if similar results can be attained at the College level.

In the field of language testing, research on the use of graphs in writing tests has emerged only recently (i.e. Katz, Xi, Kim, & Cheng, 2004; Xi, 2005), Li (2017) investigated the reliability and content validity of three parallel picture-prompt writing tasks of CET4. Ninety-five learners of English as a foreign language (EFL) were invited to perform the three tasks. The performance data from the different test forms were analyzed by using multifaceted Rasch measurement (MFRM). Two checklists were used to compare the tasks qualitatively in content. The results generally support the argument that the three writing tasks are parallel. Li’s study is the most up to date study and can be regarded as a first attempt in Chinese college EFL learners. However, Li’s study only involved only non-English major students, so it remains to be seen whether graphic novels can have similar effects on English major students. The second problem with Li’s studies is that Li employed different graphic novel writing prompts to different groups of students. It did not explore the effects of different tasks on the same group of students. The third is that Li’s writing prompts are generally argumentative. The need for language teachers and testers to conduct more empirical studies of narrative picture prompts has never been so acute, although “pictures should be appreciated as having great value for teaching and assessing anyone”. (Bae & Lee, 2010, p.157)

The above review suggested that the field remains in need of additional research studies investigating the effects of using picture prompts for college-level EFL learners’ writing. Most of the previous researches in this field adopt the qualitative research method. The present study attempts to fill this gap by adopting both quantitative and qualitative methods. It examines the effects of different writing prompts with one textual prompt and two different picture prompts. This study aims to address the following research question: Are there any differences between the textual writing prompt and graphic novel writing prompt in students’ narrative writing? Are there any differences between graphic novel writing prompt with or without text?

III. METHODS

The current study adopted a quasi-experimental design with a pretest and test. The 50 participants were from two intact classes of third year English majors at a collage in China, and all were native Chinese. Of the participants, 46 were female, and ages range from 19 to 21. At the onset of the experiment, the participants’ TEM-4 (Test for English Majors Band 4) scores were collected as a touch base score. The independent samples test shows the two classes’ TEM-4 score has no significant difference ($t=0.920$, $p=0.698$). Thus we assume the two classes have the same English proficiency level. At the time of the examination, the participants have all taken English writing classes about narrative writing. Class one has 23 participants while Class two has 27 participants. The two tasks are framed around the theme of father and son. The task required the students to write two narrative essays of no less than 150 words. They were allotted 40 minutes for each task which they handwrote while being supervised by an instructor. The first task is to write an interesting story between one and one’s father in no less than 150 words. All the participants have the same task in this round. This task was considered less complex because it asked students to write according to their own personal experience, and present their ideas in a narrative manner. Two months later, Class one has an in-class writing task with comic strips. Class two’s writing task is slightly different from Class one’s in that Class two’s comic strips have English and Chinese texts while Class one’s has not.

The research questions are as follows:

1. Is there a difference among the graphic novel writing prompt and textual writing prompt in terms of their effects on the overall writing scores and four component scores?
2. Will the comic strip with text produce better writing quality than that without?

IV. RATING SCALES

Students' writing products were scored using a narrative rating scale borrowed from the team of editors at Learning Express (2014) because this rating rubric offers greater insight into the development and content of narrative essays than could holistic ratings. The ratings consisted of assessments on a 6-point scale for each of 4 main components: content, development, organization and convention/language use. Content refers to the understanding and interpretation of the writing prompt. Development refers to the degree to which the main point or event is elaborated and explained by specific details, descriptions, and reactions. Organization means the clarity of the logical flow of ideas (coherence and cohesion). Convention examines the use of standard English. The overall score and four component scores were tallied separately and functioned as the dependent variables for the study.

Two experienced EFL writing teachers were responsible for scoring the essays, and a third rater was used to resolve disagreements. The Pearson correlation coefficients of the two rater's scores for the 4 tests ranged from .77, .78, .79, .83, respectively. The final scores were the average of the two raters' scores.

V. RESULTS AND DISCUSSION

The finding of the research is provided in the tables below. Class one's pretest will be labeled as A1. Class one's test will be labeled as A2. Class two's pretest will be labeled as B1. Class two's test will be labeled as B2. As can be seen from Table1, when $t=10.123$, $p=0.000$, $p<0.05$. The total score of Class one's pretest and test is significantly different. The total score of the test is significantly higher than that of the pretest.

TABLE 1.
PAIRED SAMPLES TEST OF THE TOTAL SCORE OF CLASS ONE

		Mean	N	t	p
Pair 1	A1Total	17.1304	23	-10.123	.000
	A2Total	21.1304	23		

TABLE 2.
PAIRED SAMPLES TEST OF THE TOTAL SCORE OF CLASS TWO

		Mean	N	t	p
Pair 2	B1Total	17.5556	27	-7.300	.000
	B2Total	21.0185	27		

As can be seen from Table2, when $t=7.300$, $p=0.000$, $p<0.05$. The total score of Class two's pretest and test is significantly different. The total score of the test is significantly higher than that of the pretest.

By comparing the total score of A1 and B1 and that of A2 and B2, we can find that these two pairs have no significant difference. (See Table 3 $t=0.703$, $p=0.486$ and Table 4 $t=0.232$, $p=0.817$) This indicates that Class one and Class two are at the same English proficiency level. It also demonstrates that graphic novel with texts and that without text elicit the same narrative writing effect.

TABLE 3.
INDEPENDENT SAMPLES TEST OF THE TOTAL SCORE OF THE PRETEST OF CLASS ONE AND CLASS TWO

	Class	N	Mean	t	p
Total	A1	23	17.1304	-.703	.486
	B1	27	17.5556		

TABLE 4.
INDEPENDENT SAMPLES TEST OF THE TOTAL SCORE OF THE POSTTEST OF CLASS ONE AND CLASS TWO

	Class	N	Mean	t	p
Total	A2	23	21.1304	.232	.817
	B2	27	21.0185		

Independent samples test results provide strong evidence that the two forms of picture prompts produced equivalent results in terms of all the four subcomponent scores. (See Table5 $t=0.265$, $p=0.792$; Table 6 $t=0.361$, $p=0.720$; Table7 $t=0.368$, $p=0.714$; Table8 $t=0.763$, $p=0.449$)

TABLE5.
INDEPENDENT SAMPLES TEST OF THE CONTENT OF THE POSTTEST OF CLASS A AND CLASS B

	CLASS	N	Mean	t	p
CONTENT	A2	14	5.5357	.265	.792
	B2	36	5.4861		

TABLE6.

INDEPENDENT SAMPLES TEST OF THE DEVELOPMENT OF THE POSTTEST OF CLASS A AND CLASS B					
	CLASS	N	Mean	t	p
DEVELOPMENT	A2	23	5.3043	.361	.720
	B2	27	5.2407		

TABLE7.

INDEPENDENT SAMPLES TEST OF THE ORGANIZATION OF THE POSTTEST OF CLASS A AND CLASS B					
	CLASS	N	Mean	t	p
ORGANIZATION	A2	23	5.1304	-.368	.714
	B2	27	5.1852		

TABLE8.

INDEPENDENT SAMPLES TEST OF THE CONVENTION OF THE POSTTEST OF CLASS A AND CLASS B					
	CLASS	N	Mean	t	p
CONVENTION	A2	23	5.1957	.763	.449
	B2	27	5.0926		

Judging from Table 1 and Table 2, we can find that the graphic novel writing prompt will elicit better writing effect than textual narrative writing prompt. By comparing Table 3 and Table 4, we can find that graphic novel with texts and that without text elicit the same narrative writing effect.

VI. DISCUSSION

As is evident in Table 1 and Table 2, both Class one and Class two exhibit better writing results in the test with graphic novel prompts. The work of Hu and Bo (pseudonyms) is typical in showing the difference of the effect of different writing prompts. Hu is from Class one, and Bo is from Class two.

Hu

Academically, Hu's teachers described her as an "average" student. In her pretest, she described fishing with her dad when she was young. She offered a simple interpretation of the writing prompt. She liked to eat fish, so her father took her to go fishing. She mimicked how her father fished but cannot catch any. Her father told her to be patient and finally she got one fish. It's just one simple story between Hu and her father, but it's not an interesting story. The development of the story is not thorough enough. In this essay, Hu used a lot of simple sentences to express her ideas. Besides, there are some redundant sentences like "My father didn't need to work." She answered the prompt in an abbreviated manner. In the test, her writing prompt is to describe the graphic novel without text. She satisfied the writing prompt in a thoughtful manner. She used precise words and phrases, relevant descriptive details to develop the action, event and characters. For instance, she vividly described the father's psychological movement when his son didn't go back home. "After Son leaves home, his father sits on the sofa and takes out a newspaper, trying to calm down. Three hours later, he can't sit on the sofa in peace anymore. He falls in great anxiety and worry. He keeps asking himself whether Son will face danger. He hears the wind blowing outside. He worries Son may feel cold with little clothes on." In the test, Hu used several transitional sentences to make the story more coherent, like "After Son leaves home", "When the father is approaching the door of his house". The vivid language and a sense of engagement makes this piece of narration a successful one.

Bo

According to her teacher, Bo is also an "average" student in Class two. In her pretest, she describes a story about shopping with her parents when she was a kid. She complained that her mother loves shopping too much. Both her father and she felt bored. Then her father think of an idea to kill time when her mother shops: taking elevators up and down! Since the prompt is to write an interesting story between father and child, Bo's story between her father is not so interesting. She failed to satisfy the writing prompt. Also, she needs to develop her ideas thoroughly. In Bo's test, she provided a vivid picture between father and son. Bo says: "The wind blew, the leaves shook, he cried out Tom's name but got no reply. A vague illusion that Tom had been kidnapped struck him and made him more and more fear about his son's condition. Still no result, he went home, deeply disappointed." Besides the father's psychological development, Bo added the description of the environment to increase the father's anxiety in the story.

Noticeably, Class one and Class two's test results showed no significant difference in scores. Most students in Class two tend to use the same text in the graphic novels, like using "Bash" to describe the sound of broking the glass, or using "You are home, my son" as the end of the story. It shows graphic novels with text will help students retrieve words for their writing but at the same time it will limit students' imagination. When writing the graphic novel prompt with texts, students is likely to use what has been written on the graphic novel to make the story. Judging from the Class one's test, the ending part shows more variety: "I will not yell at you anymore, my son!", "Maybe he is too little to know how much his father loves him, but one day he will know.", "It gave him to understand that patience matters more than furious when treating a wrong-doing child.", "It is your parents that will forgive you unconditionally, no matter how many mistakes you make." "I'm sorry, son!"

So why do graphic novel prompts elicit better writing results? Because graphic novels as a form of multimodal text, require the reader to make sense of the structures of sequential art, including visual, spatial, and linguistic cues. (Meyer

et Jiménez, 2017) Besides text and characters, graphic novels also include many other elements like color, frame, line, panel, etc. Multimodal texts require the reader not only to decode the written text but also to understand and decode the various modes of communication used in the composition of the text (Kress & van Leeuwen, 1996). Smetana (2010) notes the format of graphic novels (i.e., the weaving together of images and text) can help readers focus on vital information to make meaning from the text. Not only do graphic novels assist students in developing deeper understandings of and appreciations for literature and literary elements (Moeller, 2011; Schwarz, 2002), but they can also promote the development of transferable literacy skills that can be applied to other text types (Jacobs, 2007; Frey & Fisher, 2008).

Then why does the graphic novel prompt with text and without text elicit the same writing result? How come the combination of the graphic novel and the text did not make a greater effect? Bishop and Hickman (1992) explained that in picture books, the illustrations and prose are integral in understanding the story. But in our research, the graphic novel “father and son”, the graphic has already formed a story. Even without the text explanation, readers can understand the idea. This could only be explained by the effect that graphic novels not only promote readers in-depth thinking and therefore the richness in writing content.

VII. CONCLUSION

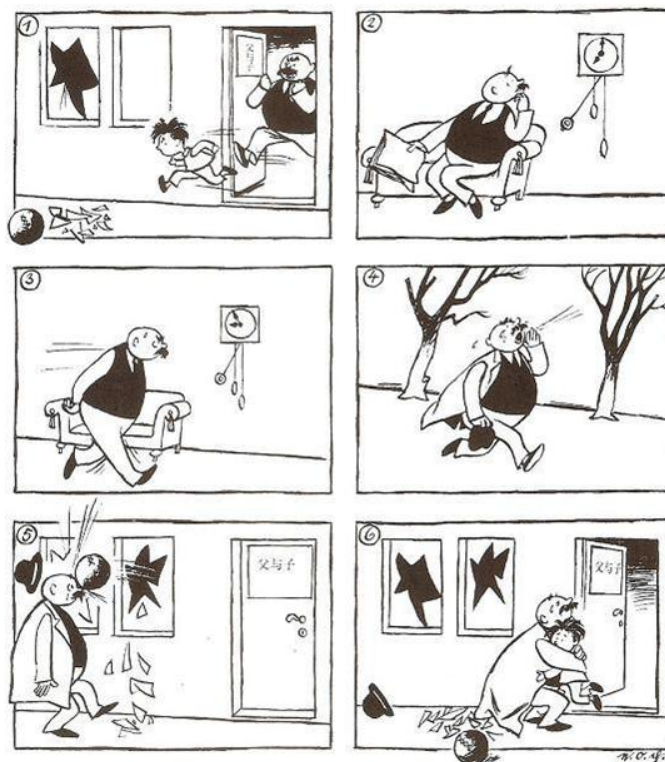
As we have discussed, it is important to incorporate graphic novels into writing instruction because it can deepen students’ thinking and enrich their writing. Graphic novels serve as a great site for sponsoring literacy development in students. (Frey & Fisher, 2008; Smetana, 2010). Another lesson we draw from this study is that in the research of writing instruction, qualitative methods must be combined with quantitative methods to reach a more generalizable and in-depth result. In the assessment of narrative writing, the analysis of plot development and content richness is more advisable than holistic rating rubrics.

Additional research is required to validate these results and to expand this study. A number of specific research questions emerged from the study, including the following. What kind of graphic novels is most suitable for Chinese college EFL learners writing test? Do graphic novels help develop students’ critical reading abilities? How can we use graphic novels to teach other genres?

APPENDIX A. GRAPHIC NOVEL WRITING PROMPTS FOR CLASS ONE

Direction: study the following set of pictures carefully, and write a narrative essay in no less than 150 words.

Marks will be awarded for content relevance, content sufficiency, organization and language quality. Failure to follow the above instructions may result in a loss of marks.



APPENDIX B. GRAPHIC NOVEL WRITING PROMPTS FOR CLASS TWO

Direction: study the following set of pictures carefully, and write a narrative essay in no less than 150 words. Marks will be awarded for content relevance, content sufficiency, organization and language quality. Failure to follow the above instructions may result in a loss of marks.



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An Analysis of the Relationship among EFL Learners' Autonomy, Self-esteem, and Choice of Vocabulary Learning Strategies

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Abstract—This study seeks to determine whether any significant relationship exists among EFL learners' autonomy (LA), self-esteem (SE), and choice of vocabulary learning strategies (VLS) as well as whether LA and SE are predictors of these strategies. To achieve these aims, this study employed a descriptive research design. Participants included 157 male and female undergraduate EFL learners, all within the age range of 17 to 25 years. They were studying English within the sub-disciplines of English Literature, Linguistics, and General English. Participants were administered the following three types of questionnaires adapted by the researcher: a) a 30-item VLS questionnaire based on that of Schmitt taxonomy (1997); b) a 30-item LA questionnaire developed by Sakai, et al. (2008); c) and a 30-item SE questionnaire based on Coopersmith's SE inventory (1967). Upon conducting preliminary analyses of this study's assumptions, the characteristics of the data were proven legitimate via correlation and regression analyses. Correlation analysis demonstrated that a statistically significant relationship existed between EFL learners' autonomy and VLS, with ($r = .555, p < .05$), and SE and VLS, with ($r = .678, p < .05$). Furthermore, regression analysis revealed LA and SE to be significant predictors of VLS. LA predicted 30.7% of scores in the choice of VLS ($R = .555, R^2 = .307$), and SE predicted 45.9% of scores in the choice of VLS ($R = .678, R^2 = .456$). These findings demonstrate that both LA and SE make strong contributions to VLS.

Index Terms—EFL learners, autonomy, self-esteem, vocabulary learning strategies, academic achievement

I. INTRODUCTION

Vocabulary acquisition is one of the fundamental elements of language acquisition. Vocabulary is understood as a core unit of language proficiency which determines how well a student communicates via the target language (Teng, 2015). As stated by M. McCarthy (1990), "good and perfect communication is not determined by how well the communicator can use the grammar of a language or how well he/she can properly arrange the sounds of a language; however, it is determined by how well the communicator integrates the written and spoken vocabulary". Thus, vocabulary is more significant than grammar for determining the effectiveness of communication in a foreign language. Indeed, English as a Foreign Language (EFL) learners often complain that their communication is inadequate due to the fact that they lack necessary vocabulary. Similarly, Ellis (1994) supported the idea that lexical errors could hamper comprehension more so than grammatical errors.

Vocabulary learning involves various fundamental aspects of language development. Learning and retaining the vocabulary of a language is one of the most challenging tasks in language acquisition. However, foreign language acquisition is not only challenging at a basic level of education; rather, some scholars argue that difficulty persists even at tertiary levels. As learners are expected to familiarize themselves with new words and store in them in long-term memory for later retrieval, successful acquisition depends largely upon the vocabulary input strategies employed by learners. Research indicates that foreign language acquisition is affected by various factors, for instance a learner's internal factors or VLS methods employed (Tsuchida, 2002). However, other factors related to psychological needs and personal peculiarities are also important to the learning process.

Learners should feel comfortable while learning; therefore, teachers should strive to eliminate factors hindering this possibility and promote factors enhancing the learning process. LA is believed to be one of the most fundamental internal factors affecting learner's vocabulary acquisition process (Littlewoods, 1999). Autonomy is understood as the willingness of the learner to participate in the study independently (Samaie et al., 2015). It enables learners to take control of the learning process. It also provides them with the competence and confidence that they need to learn. The effectiveness of the language-learning process depends greatly on the ability of learners to control this process. Little (1995) explained that knowledge is built by the learner rather than solely by the teacher. Therefore, the teacher should facilitate the learning process, while the learner should direct his/her learning. Promoting LA in the classroom is advantageous to both the teacher and the learner. However, it is more advantageous to the learner, as it provides him/her

with extensive opportunities to perform his/her chosen skills and take full control of the learning process. In other words, it promotes a learner-centered learning approach which psychologists have identified as an effective pedagogical method (Spratt et al., 2002). Self-esteem is another important aspect of language acquisition, as it affects both the cognitive and affective actions of learners (Springer, 2010). Consequently, it also influences learners' self-confidence, self-knowledge, and capabilities. It is understood as the ability of one to make a judgment of his/her values and worth based on the feeling of efficacy as one interacts with the environment. Students should be able to have the internal confidence that they can successfully employ the content of their learning. In the context of foreign language learning, it is crucial to promote learners' SE so that they may perform well in the foreign language. Learners with high SE are believed to perform well, while their counterparts with low SE are known to underperform (Springer, 2010). According to Brown (2000), SE influences every aspect of human actions; therefore, there can never be a successful activity without the occurrence of some degree of self-esteem (p. 145). SE is a significant affective aspect in the procedure for achieving success in education. However, lack of self-esteem causes mistrust of the individual student's capability that causes poor performance due to the absence of confidence (Ebert et al. 2012).

Effective VLS are critical for language learners, as their absence could be a stumbling block to the successful acquisition of a new language. It is expected that EFL learners should acquire a complex lexical range that will aid them in combating language acquisition challenges (Brown, 2000). SE is believed to directly affect LA in language learning. Both factors are equally important in language learning; therefore, one cannot separate one from the other. Improving SE enhances the learning process, and vice versa. Therefore, the teacher should ensure that both factors are strengthened equally. Learners who take responsibility for their learning have a higher probability of achieving their learning objectives. In an EFL context, the lack of these factors prevent learners from acquiring new vocabularies; nevertheless, most EFL learners are unaware of how these factors affect them. Indeed, no studies have examined the relationship among these aforementioned variables. Thus, this study attempts to fill this gap by investigating the relationship among the VLS, LA and SE of EFL learners at Soran University.

To fulfill the purpose of the study, the following research questions were proposed.

Research Question 1: Does there exist a statistically significant relationship between autonomy and choice of VLS among Iraqi EFL students?

Research Question 2: Does there exist a statistically significant relationship between self-esteem and choice of VLS among these students?

Research Question 3: Does there exist a statistically significant relationship between autonomy and self-esteem among students?

Research Question 4: Does there exist a statistically significant relationship between learners' self-esteem as well as autonomy and the ability to predict the choice of VLS?

II. THE REVIEW OF LITERATURE

A. *Self-esteem*

The theory of self-esteem is closely associated with motivation and perception, and that is to mean individual assessment carried out by the learner about the essential learning or language of interest (Thanasoulas, 2000). Self-esteem, therefore, as defined by Coopersmith (1967, cited in Thanasoulas, 2000), is a self-judgment of valuableness that is shown in the perspective that the person considers to themselves. In other words, Coopersmith (1967) indicates that if a learner has a healthy regard for self, his/her association with themselves as learners is improbable to be wrecked by any different evaluations from the teacher. In contrast, the absence of self-esteem will probably cause a negative opinion towards a student's capability as well as a degradation in cognitive implementation. Therefore, revealing how the learner perceives him/herself as incompetent to learn (Thanasoulas, 2000). According to Rosa (1999), the acquisition of a second language is affected by intrinsic and extrinsic aspects that lead to effectiveness in language learning. Research has shown that fundamental element of self-esteem is a key individual component that is active during any affective tasks or cognitive learning of the second language. She explains that additional intrinsic components are motivation, concern, self-consciousness, and ability to take risks. Likewise, external components affecting self-esteem are comprised of sociocultural conditions which result from the experiences of a learner of both two languages and cultures. That is, both aspects of socio-cultural and individualism have a potential of providing success in learning of language (Rosa, 1999). In language education, the focus on self-esteem assists the students to channel their energy, which in most cases were diverted from study tasks and concentrate on nonconstructive personal beliefs, formerly to a state appropriate for language gain. Nevertheless, it is fundamental to address explicitly that tasks with self-esteem are free from the unjustified acknowledgement that may cause wrong prediction as well as an incorrect perception of real life matters (Rubio, 2007). Indeed, the outcome of skillfulness is confidence. Therefore, the focus on the self-esteem of the learner in a language classroom is not established an untrue faith about of an active state to substitute the negative. But comparatively, the subject matter is ensuring that learners have the techniques to excel in the learning second language and parallel with minimizing any incorrect beliefs about the students' worth or skills, that may prevent them from realizing their full potential. Self-esteem in learning advocates for competence and that learner should be able to feel they are skillful. On the same note, teachers cannot guide learners to ignore the obstacles during language learning, because the existence of these challenges make students adjust and develop ways to overcome.

B. *Learner Autonomy*

The idea of learner autonomy (LA) is a critical theoretical establishment in language acquisition. Also, it remains a significant component as referenced in the teaching of English language (Feng, 2015). Apparently, many instructors consider LA as a framework that has beneficial implications for learners, particularly EFL students. Furthermore, as supported by Borg and Al-Busaidi (2012), autonomous students are associated with a high ability in decision making about their studies. Tuan (2011) suggests that scholars and researchers have done great effort to explain learner autonomy and its values. For example, David Little (1991) sees LA as “the potential for objectivity, making a decision, analytical reflection, and independent work”. He proposes that LA provides development of some mental link to the learning process and context of the learner. However, Holec (1981) demonstrated the idea of LA as “the capability to be responsible for individual learning” (p.3). Being a founder in LA of teaching second and foreign languages, he identifies that “it can acquire and control the power of every learning decision made”. Moreover, Feng (2015) indicates that between the late 1980s and the beginning of the 2000s, the popularity of learner autonomy has increasingly led to a creation of new definitions such as intrinsic inducement, learner-oriented and self-led learner. According to Feng (2015), learner autonomy has rapidly shifted into a new stage that is different from the notion that learners need to manage the responsibility pertaining their decisions. However, instructors are also encouraged to evolve capabilities and ideas of LA because their roles are mainly supportive. Accordingly, an independent learner can be described as perceived by Scharle and Szabo (2000) that it is one with adequate preparation to undertake a significant amount of control for his/her personal learning. And by so doing, the learner is required to engage in decision making concerning his/her individual studies, be in a position to establish goals, plan for work schedules, create new approaches for adjustments, make assessments of his/her outcome in learning (Borg and Al-Busaidi, 2012). For better results in learning, learners should be motivated to be more autonomous by initiating appropriate action plans. Likewise, independent learners would collaborate, learn and reflect with peers on their studies. Feng (2015) agrees that LA is increasingly attracting much attention from learners of English language especially in studying vocabulary. This is mainly because of the significant of LA in evolving successful acquisition of language by learners. Besides, the current tendency in education implies that much focus is needed in motivation and learners' needs, merely because they are associated with the learner's language gain (Borg & Al-Busaidi, 2012). Due to the different learning success and experiential history of students and thus, have reduced autonomous placements. Usually, there are poor skills in cultivating autonomy, and that requires guidance and support from their instructors or teachers. Therefore, to improve LA in mastering vocabulary is an essential cause in the learning undertakings (Little, 1991).

C. *Vocabulary Learning Strategies*

The strategies of vocabulary studies have a general definition that is activities pursued by students of language so as to facilitate learning of lexicon items in a particular language of concern. Nevertheless, there is room to modify the definition above that it becomes comprehensive as a significance of the present research. Furthermore, a general description from the previous literature shows that VLS can be understood for various aspects, for example, VLS can be regarded as any undertaking operated by the learner to support the progress in their studies. Secondly, a concept of vocabulary action plans could be associated with specific deeds that enhance the expertise of studying vocabularies. Thirdly, a vocabulary learning concept might be linked to rational activities undergone by the student so as to allow the learning of vocabularies. Therefore, to verify the learners' activities as VLS, these activities should meet the standards of the general standards. According to Nation (2001), VLS can be evaluated as worth teachable if they meet the outlined list as follows:

- VLS students should exercise choice considering the fact that there are many concepts to select from
- The strategies are also compound including more stages of learning
- The students applying any concept need to be knowledgeable and with a reward
- The strategies should also accelerate the learning process as well as its use.

In essence, the literature review shows that the efforts to categorize VLS and other groups have been an ongoing effort, but although, these concepts have different developers, there are some similarities of the elements. In literal, Schmitt's (1997) uses two classifications for grouping concepts as VLS. These include: Discovery concept which is concerned with revealing the meaning of new words, whereas, consolidation action plan, assists learners of the language to memorize and recall the explanation of different words, including their spellings. Other more approaches include: Cognitive, memory, social concept and metacognitive. It was observed that psycholinguistic and metacognitive action plans have been in play to most learners with high vocabulary mastery (Celik & Toptas, 2010). It is important then to establish strategies for vocabulary learning (VLS) that are components of the general language learning concepts, and they have a positive impact on learning the language successfully (Schmitt, 2010)

1. *Self-esteem and VLS*

Koosha et al. (2016) have identified that self-esteem as a significant variable in learning skills, has a lot of influence towards the acquisition of vocabulary. Regarding the self-concept of the learner, it is essential to acknowledge how students consider themselves as learners and the vocabulary. Koosha et al. (2016) indicate that in the relationship between learning lexical items and self-esteem, there will be no progress in the absence of some level of self-concept. Likewise, Asadifard and Biria (2013) have confirmed from their research, which affects as an integral component of

language learning strategies has been so popular thanks to its related constituent such as self-esteem that has proved useful in strategic learning of vocabulary. Asadifard and Biria seem to agree with Koosha et al. (2016) that as a universal human attribute self-concept facilitates adequate cognitive and activities of affect in vocabulary learning are the outcome of certain degrees of knowledge of oneself including the skills to undertake tasks, self-confidence and self-concept. For example, situational self-concept and task self-esteem have been investigating in consideration to vocabulary acquisition, whereby learners have diverse skills and perceptions towards different activities (Asadifard & Biria, 2013).

2. *Learner Autonomy and VLS*

It is evident that autonomy in vocabulary learning is necessary. Blachowics & Fisher (2000) puts a lot of emphasis on the necessity of autonomy. They indicated that a student should be willing and have confidence in their learning ability so as to achieve good vocabularies. LA is very important in the employment of VLS since it offers learners numerous privileges including enhancing their motivation and thus realizing vocabulary acquisition. According to Tuan (2011), the study of lexical items is indeed fundamental in the acquisition of English language. It is thus, improbable for a learner to interact effectively when there is the absence of vocabulary. Besides, it is highly unlikely that a student would be able to acquire all necessary new words while in school, and therefore, he/she is must invent ways to gain more vocabulary. In this regard, Tuna (2011) suggests that learner autonomy is now a huge benefit for learners of vocabulary just because it ensures that the student has the following privileges:

- a) Methodology Autonomous studies improve the student's motivation and increase effectiveness in learning vocabulary.
- b) Learner autonomy creates adequate opportunities to the students regarding English interaction as a foreign language.
- c) The personal desires of the learner are fully met thanks to learner autonomy
- d) Learner autonomy has a long-term affective ability
- e) The acceptance of the learner to engage in active learning is reinforced by learner autonomy.
- f) Learner autonomy assists the learner in developing the general skills needed for lasting vocabulary learning.

Therefore, Tuan (2011) concludes that when students achieve autonomy in vocabulary learning, it means that they will benefit from a long-term learning capacity and character of independent decision making as well as the study that will guarantee success in the classroom. Additionally, the ability to apply the strategies effectively can also help the learner deal with the new vocabularies without necessarily involving the instructor or the teacher (Rabadi, 2016).

3. *Learner Autonomy and Self-esteem*

A topic of increasing interest among EFL researchers has been the identification of factors impacting the VLS utilized by learners. Learners' SE and LA are two of the main factors affecting VLS acquisition as well as language acquisition, in general. Numerous research has been conducted to assess how self-esteem relates to learner's autonomy, as there is a general conviction that students with increased self-esteem are deemed successful and efficient in their progress in learning. Joseph Seabi (2011) points out that learners who have a positive regard of oneself, usually are more resilient to challenging tasks, are satisfied and tend to excel in their studies. Also, autonomous learners with high self-concept carry out riskier goals and endure to overcome obstacles more than low self-esteem learners. Indeed, the understanding that learners are performing well contributes to increased self-esteem. However, autonomous learners are not able to control their tasks until there is clarity about their actions, and this calls for the self-examination by comparing the individual objectives with current progress in learning. Moreover, another component of autonomy is the self-reaction which is an attribute of self-concept, which entails evaluating oneself. Therefore, the link between autonomy and self-esteem in learners of language acquisition involves self-assessment activities that eventually result into increased self-efficacy to fulfill individual tasks, engage more often, intensify own studies without relenting upon encounter with obstacles (Cubukcu, 2009) Kooshi et al. (2016) mention that the fact that autonomy is a fundamental issue in learning of a second language, both self-concept and self-reliance are interactive factors. Furthermore, researchers acknowledge that autonomous students have the skills to modify and control learning activities, and assess their studies as well as comparing it with objectives and aims of education. Self-esteem is also very critical when it comes to vocabulary building. Self-esteem impacts learners' cognitive as well as affective actions. This impacts their capabilities, self-confidence and knowledge of themselves.

III. METHODOLOGY

A. *Participants*

Participants included 157 male and female EFL learners between the ages of 17 and 25, though most were 20-22 years of age. Since more females than male participated in the study, a gender imbalance was expected. Participants were undergraduate students majoring in General English, English Literature, and Linguistics at Soran University in northern Iraq. They were enrolled in four different levels of study. First- and second-stage participants were majoring in General English, while third- and fourth-stage students were majoring in English Literature and Linguistics.

B. *Instruments*

Vocabulary Learning Strategies Questionnaire (VLSQ)

A 30-item VLS questionnaire adapted from Schmitt's (1997) taxonomy of VLS was utilized in this study. Schmitt's taxonomy of VLS is one of the most practical and comprehensive taxonomies in the domain of second-language VLS. Moreover, in several other studies, Schmitt's taxonomy has been cited as a credible inventory of second-language learning strategies. It contains the following five categories of strategies: determination, memory, cognitive, metacognitive, and social. Schmitt's original instrument included 58 items asking the subject to indicate category by using a 5-point scale ranging from "never" to "always". The researcher adapted a 30-item VLS questionnaire from Schmitt's taxonomy (1997) and then translated this questionnaire from English to the participants' mother tongue in order to ensure full comprehension. It was observed that the process of adaptation made the questionnaire seem shorter; moreover, the adapted questionnaire correlated better with the other two questionnaires employed in this study. The 30-item VLSQ was utilized to investigate the VLS of participants. The subjects were asked to rate the frequency of strategy categories they practice on a 5-point Likert-type scale including the options of "never" (one point), "seldom" (two points), "sometimes" (three points), "often" (four points), and "always" (five points). Thus, the participants' scores ranged between 30 to 150. The time allocated for the completion of the 30-item questionnaire was 15 minutes. The reliability of the VLS questionnaires in the current study was .859, which was determined by using Cronbach's alpha coefficient. This score indicated a high degree of reliability.

Learner's Autonomy Questionnaire (LAQ)

To assess participants' levels of autonomy, a questionnaire of LA including 30 items (see Appendix III) was administered. The original questionnaire developed by Sakai, et al. (2008), contained 48 items, but in order to fit the particular objectives of this study, the researcher adapted a 30-item AU questionnaire which was divided into three sections: responsibility, ability, and autonomous activities both within and outside the classroom. Students were asked to answer the item of the first and third section on a 5-point Likert scale (1=never, 2=seldom, 3=sometimes, 4=often, 5=usually), and the item of the second section on a 2 scale "until now" and "from now on". The first section of the model contained 6 items focusing on learners' perceptions of responsibilities towards the learning process. The second section of the model contained 8 items focusing on learners' past views of responsibility towards learning in the past and future. Finally, the third section of the model contained 16 items focusing on students' autonomous activities both within and outside the classroom. By using Cronbach's alpha coefficient, the LA questionnaire proved to have a high reliability of .818.

Self-esteem Questionnaire (SEQ)

Coopersmith's 1967 self-esteem inventory model was another instrument employed in this study. The original model contained 58 items. As was the case with the other two questionnaires in this study, the researcher adapted this model to form a 30-item questionnaire (see Appendix IV), three of which were placebo items (7, 15, and 18). If a participant marked "like me" for three of these items, it suggested that he/she was dedicated too much effort to presenting him/herself in a positive way. Thus, these participants were excluded from the analysis component. Each of the 30 items was scored on 2 points, ranging from 0 to 1, which represented the most negative attitudes and the most positive attitudes. High self-esteem items were (1, 3, 4, 6, 10, 11, 12, 16, and 29). They were awarded one point if they are answered by "like me"; however, the item received no point if they were marked by "unlike me". The rest of the items numbered (2, 5, 9, 13, 14, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30) were considered to represent low self-esteem and were awarded one point upon responding "unlike me" and no point upon responding "like me." The maximum score for the questionnaire was 27, and the minimum was 0. Scores between (14 and 27) were associated with high self-esteem, while lower scores indicated low self-esteem. The reliability of the SE questionnaire was determined to be .744 by using Cronbach alpha coefficient.

The three sets of questionnaires were gathered in one delivery package. The researcher translated the English version of these questionnaires into participants' native language to ensure full comprehension; moreover, the translation was validated by an English language professor at Soran University.

C. Data Collection

For this study, three main data collection instruments were together employed—a VLSQ, LAQ, and SEQ. The researcher visited the English Language Department at Soran University during the first week of the second semester of the 2016-17 school year and explained the aim of the study to participants as well as obtained their consent to participate. The quantitative data collection instruments—referred to as self-reported questionnaires—were jointly administered at a particular time to the available classes. After explaining the purpose of the study, the researcher and English language professors cooperatively administered the packaged questionnaire to participants in one session for each class. The entire class duration of 45 minutes was dedicated to administering the questionnaires. The researcher oversaw this process to ensure that students fully understood the questions and responses. Furthermore, sufficient instructions regarding the procedures of completing the instruments were given to participants. The researcher informed respondents that collected data would only be used for the research purpose and would not influence their grades. The students were also assured concerning the confidentiality of their responses.

IV. RESULTS AND DISCUSSION

Testing the assumptions

The assumptions of the present study were checked by calculating descriptive statistics of the scores for LA, SE, and VLS. The subjects of the study performed independently on the questionnaires, i.e. their performance on the test was not affected by that of other participants. Moreover, according to Tabachnick and Fidell (2007), the following assumptions should be checked when running correlations between variables:

1. Normality of the distribution of variables;
2. Linear relations between each pair of variables;
3. And homoscedasticity

These assumptions were checked respectively to see whether running correlation was legitimate or not.

Checking the Assumption of Normality of Distributions

In order to check the normality of distributions, descriptive statistics of the data were obtained and calculated separately for each variable. They are presented in the next three sections. The descriptive statistics of the VLS questionnaires and its subcategories are displayed in Table 4.1 below:

TABLE 4.1:
DESCRIPTIVE STATISTICS OF THE SCORE OF VLS AND ITS SUBCATEGORIES

	N	Min	Max	Mean	Std. Deviation	Variance
VLS	157	1.97	4.73	3.1773	.54383	.296
Determination	157	1.67	5.00	3.2357	.70561	.498
Social	157	1.33	4.83	3.1656	.79001	.624
Memory	157	1.50	5.00	3.2389	.70136	.492
Cognitive	157	1.33	5.00	2.9968	.67975	.462
Metacognitive	157	1.33	4.83	3.2495	.78958	.623
Valid N (list-wise)	157					

Table 4.1. shows the descriptive statistics for the VLSs and its subcategories scores. The distribution of the scores on VLSs is shown by Figure 1.

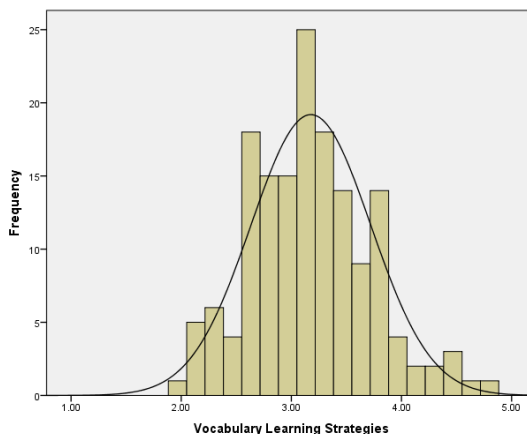


Figure 1: Distribution of Scores on the Vocabulary Learning Strategies

As displayed in Figure 1, the histogram of distribution shows that the scores on vocabulary learning strategies questionnaire are normally distributed.

A Descriptive Statistics review of learner autonomy questionnaires is presented in Table 4.2.

TABLE 4.2:
DESCRIPTIVE STATISTICS OF THE SCORE OF LEARNER AUTONOMY

	N	Min.	Max.	Mean	Std. Deviation
Learner Autonomy	157	1.97	3.97	3.0251	.39992
Valid N (listwise)	157				

Table 4.2. shows the descriptive statistics for autonomy scores. The distribution of scores on learner autonomy is displayed by Figure 2.

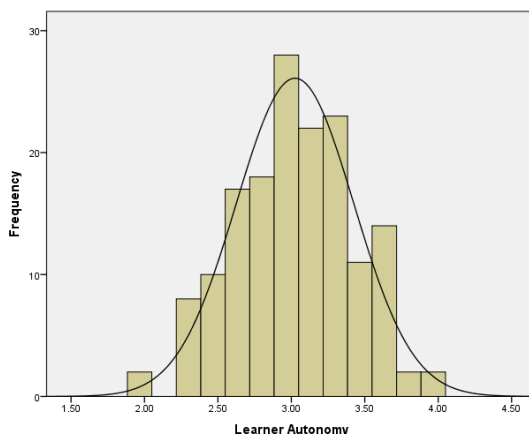


Figure 2: Distribution of Scores on Learner Autonomy

As displayed in Figure 2, the histogram of distribution shows that the scores on learner autonomy questionnaire are normally distributed.

A Descriptive Statistics review of self-esteem questionnaires is presented in Table 4.3.

TABLE 4.3:
DESCRIPTIVE STATISTICS OF THE SCORE OF SELF-ESTEEM

	N	Min.	Max.	Mean	Std. Deviation
Self-esteem	157	.15	1.00	.6020	.17060
Valid N (listwise)	157				

Table 4.3. displays the descriptive statistics for the SE scores. The distribution of scores on self-esteem is displayed by Figure 3.

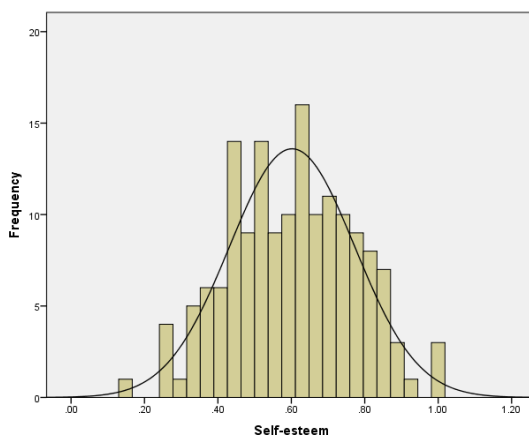


Figure 3: Distribution of Scores on Self-esteem

As displayed in Figure 3, the histogram of distribution shows that the scores on self-esteem questionnaire are normally distributed.

Descriptive statistics of the scores of both skewedness and kurtosis ratio for VLS, LA, and SE were obtained to check the normality assumption. These are presented in the table below:

TABLE 4.4:
NORMALITY ASSUMPTION; VOCABULARY LEARNING STRATEGIES, LEARNER AUTONOMY AND SELF-ESTEEM

	N	Skewedness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Vocabulary Learning Strategies	157	.344	.194	.090	.385
Determination	157	.139	.194	-.458	.385
Social	157	-.020	.194	-.649	.385
Memory	157	.019	.194	-.338	.385
Cognitive	157	.080	.194	-.101	.385
Metacognitive	157	-.184	.194	-.659	.385
Self-esteem	157	-.011	.194	-.436	.385
Learner Autonomy	157	-.135	.194	-.348	.385
Valid N (list-wise)	157				

As illustrated in Table 4.4, the distribution of the data for vocabulary learning strategies, learner autonomy, and self-esteem was normal, as both the skewedness for “standard error of skewness” (VLSs; $.344/.194 = 1.7$, LA; $-.135/.196 = -.68$ and, SE; $-.01/.196 = -.05$) and Kurtosis ratio were within the acceptable range of $+1.96$ and -1.96 . This means the distribution did not determine a significant deviation from normality. Furthermore, the researcher checked the shapes of distributions for the three variables by visually inspecting the histograms of distributions which supported the normality of the distributions.

Checking the Assumption of Linear Relation Between Each Variable and Homoscedasticity

Descriptive statistics of the data were calculated to test the assumption of linear correlation. To check the linear relationship between each variable, the researcher created scatterplots in order to visually inspect the data. Since there were multiple variables, the researcher created multiple scatterplots for learner autonomy, self-esteem, and vocabulary learning strategies.

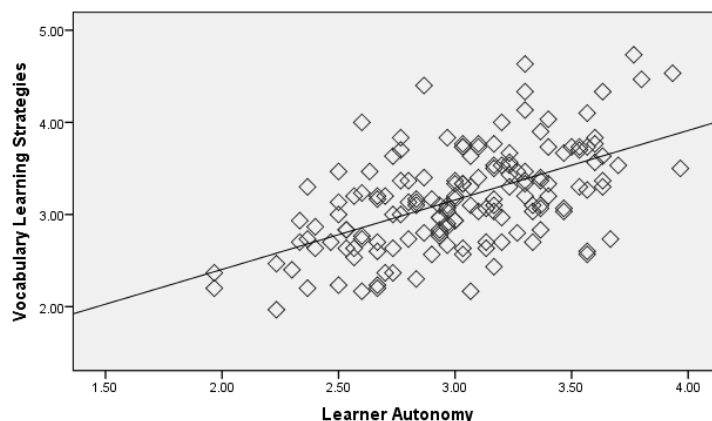


Figure 4: Testing Linearity Assumption; Linear Relation between Autonomy and Vocabulary Learning Strategies

Figure 4 displays the relationship between learner autonomy and vocabulary learning strategies. The dispersion of the dots represents a significant correlation between the two variables.

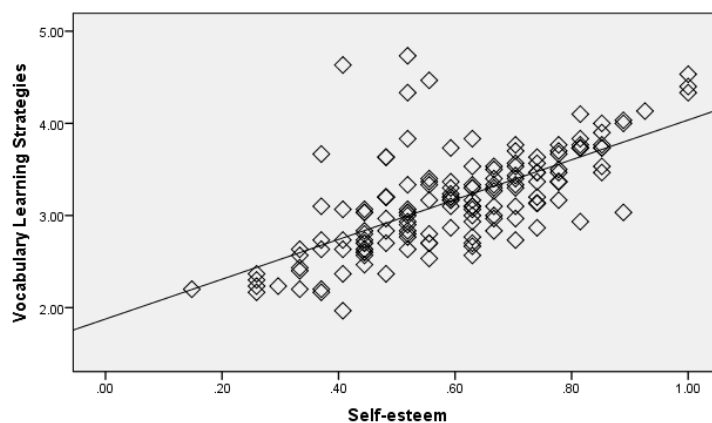


Figure 5: Testing Linearity Assumption; Linear Relationship between Self-esteem and Vocabulary Learning Strategies

The relationship between self-esteem and vocabulary learning strategies, as displayed in Figure 5, was also linear. The dispersion of dots along the diagonals clarifies that the relationship between the two variables are linear.

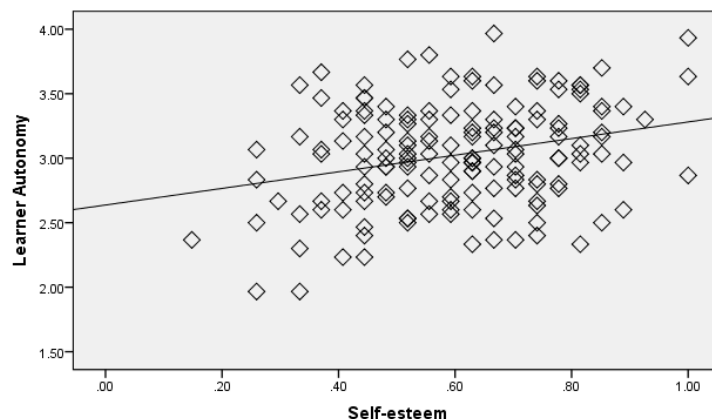


Figure 6: Testing Linearity Assumption; Linear Relationship between Self-esteem and Autonomy

As shown in Figure 6, the relationship between learner autonomy and self-esteem is linear. The spread of the scores displays a moderate to high correlation between the two variables.

Therefore, it can be concluded that there was no kind of non-linear relation between the overall scores on the three variables, such as a curvilinear or a U-shaped distribution. Moreover, the distribution of variables was not funnel shape, that is to say narrow at one end and wide at the other; thus, the assumption of homoscedasticity was met. The assumption of homoscedasticity is discussed more when presenting the results of regression and correlation.

Addressing the Research Questions

A. The First Research Question: Does there exist a statistically significant relationship between autonomy and choice of VLS among Iraqi EFL learners?

A Pearson's correlation was conducted to identify whether any statistically significant relationship existed between EFL learners' autonomy and VLS. Results are displayed in the table below:

TABLE 4.5:
PEARSON CORRELATION: AUTONOMY AND VOCABULARY LEARNING STRATEGIES

		Learner Autonomy
Vocabulary Learning Strategies	Pearson Correlation	.555**
	Sig. (2-tailed)	.000
	N	157

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

Based on the findings above, it can be concluded that there existed a statistically significant relationship between EFL learners' autonomy and VLS ($r = .555, p < .05$).

TABLE 4.6:
CORRELATION BETWEEN SUBCATEGORIES OF VOCABULARY LEARNING STRATEGIES AND AUTONOMY

		Learner Autonomy
Learner Autonomy	Pearson Correlation	1
	N	157
Determination	Pearson Correlation	.411
	Sig. (2-tailed)	.000
	N	157
Social	Pearson Correlation	.387
	Sig. (2-tailed)	.000
	N	157
Memory	Pearson Correlation	.351
	Sig. (2-tailed)	.000
	N	157
Cognitive	Pearson Correlation	.347
	Sig. (2-tailed)	.000
	N	157
Metacognitive	Pearson Correlation	.544
	Sig. (2-tailed)	.000
	N	157

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

As demonstrated by Table 4.6, the following statistically significant relationships existed between EFL learners' autonomy and subcategories of VLS:

- A. Autonomy and determination ($r = .411, p < .05$), which signifies a large effect size
- B. Autonomy and social ($r = .387, p < .05$), which signifies a large effect size
- C. Autonomy and memory ($r = .351, p < .05$), which signifies a large effect size

D. Autonomy and cognitive ($r = .347, p < .05$), which signifies a large effect size

E. Autonomy and metacognitive ($r = .544, p < .05$), which signifies a large effect size

The results of the data analyses in this study indicate a large effect size for the correlation between each pair of variables. That is, a statistically significant relationship was observed between learner autonomy and subcategories of vocabulary learner strategies. The findings align with those of Mohammad Abad & Baradaran, 2013; Naraghi & Seyyedrezaei, 2015; Nosratinia & Zaker, 2013, 2015; Abassi, 2015, who similarly concluded that there existed a significant relationship between LA and VLS. They explain that learner has the responsibility of applying the different vocabulary learning strategies so as to improve his/her achievement. Additionally, the ability to apply the strategies effectively can also help the learner deal with the new vocabularies without necessarily involving the instructor or the teacher (Rabadi, 2016).

B. The Second Research Question: Does there exist a statistically significant relationship between EFL learners' self-esteem and choice of VLS?

A Pearson's correlation coefficient was utilized to determine whether any statistically significant relationship existed between EFL learners' self-esteem and VLS.

TABLE 4.7:
PEARSON'S CORRELATION; SELF-ESTEEM AND VOCABULARY LEARNING STRATEGIES

		Self-esteem
Vocabulary Learning Strategies	Pearson Correlation	.678**
	Sig. (2-tailed)	.000
	N	157

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

The findings of the correlation analysis in Table 4.7 demonstrates a statistically significant relationship between EFL learners' self-esteem and vocabulary learning strategies ($r = .678, p < .05$).

Table 4.8 below reports the results of correlation between SE and subcategories of VLS:

TABLE 4.8:
PEARSON'S CORRELATION; SELF-ESTEEM AND SUBCATEGORIES OF VOCABULARY LEARNING STRATEGIES.

		Self-esteem
Self-esteem	Pearson Correlation	1
	N	157
Determination	Pearson Correlation	.385
	Sig. (2-tailed)	.000
	N	157
Social	Pearson Correlation	.543
	Sig. (2-tailed)	.000
	N	157
Memory	Pearson Correlation	.539
	Sig. (2-tailed)	.000
	N	157
Cognitive	Pearson Correlation	.516
	Sig. (2-tailed)	.000
	N	157
Metacognitive	Pearson Correlation	.523
	Sig. (2-tailed)	.000
	N	157

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

Based on the findings displayed in Table 4.8, it can be concluded that self-esteem demonstrated the following statistically significant relationships with subcategories of VLS:

A. Self-esteem and Determination ($r = .385, p < .05$), which signifies a large effect size

B. Self-esteem and Social ($r = .543, p < .05$), which signifies a large effect size

C. Self-esteem and Memory ($r = .539, p < .05$), which signifies a large effect size

D. Self-esteem and Cognitive ($r = .516, p < .05$), which signifies a large effect size

E. Self-esteem and Metacognitive ($r = .523, p < .05$), which signifies a large effect size

The results of the data analyses yield a large effect size for the correlation between LA and subcategories of VLS, which was statistically significant. The findings of this study correspond with those of Nosratinia & Mohammadzamani's study (2014), which (to researcher's knowledge) is the only study conducted on this matter and suggested a statistically significant relationship to exist, with ($r = .563$). In their study they indicated that improving learners' self-esteem could be effective in the progression of their vocabulary learning strategies use.

C. The Third Research Question: Does there exist a statistically significant relationship between EFL learners' autonomy and self-esteem?

In order to address this question, data was analyzed using a Pearson correlation coefficient to investigate any statistically significant relationship between the two variables. The results are presented in Table 4.9 below:

TABLE 4.9:
PEARSON'S CORRELATION; LEARNER AUTONOMY AND SELF-ESTEEM

		Learner Autonomy	Self-esteem
Learner Autonomy	Pearson Correlation	1	.275**
	Sig. (2-tailed)		.000
	N	157	157
Self-esteem	Pearson Correlation	.275**	1
	Sig. (2-tailed)	.000	
	N	157	157

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

Based on the results demonstrated in Table 4.9, it can be concluded that there existed a statistically significant and positive relationship between learner autonomy and self-esteem ($r = .275, < .05$). These results are supported by those of Koosha, M., Abdollahi, A., Karimi, 2016, who similarly asserted to a significant relationship to exist between self-esteem and autonomy ($r=.919$).

D. The Fourth Research Question: Does there exist a statistically significant relationship between EFL learners' self-esteem as well as autonomy and the ability to predict the choice of VLS?

Since the main assumption of running regression—normality of distribution and correlation between each pair of variables—was observed to be significant, the researcher conducted a multiple regression analysis among three variables to answer the fourth research question. The researcher conducted regression analysis to determine the extent to which autonomy and self-esteem scores can predict EFL learners' choice of VLS. The regression model was implemented in two steps:

In the first step, multiple regression analysis was employed to probe the power of autonomy in predicting EFL learners' choice of VLS. Results are displayed below:

TABLE 4.10:
MODEL SUMMARY, REGRESSION ANALYSIS; PREDICTING CHOICE OF VOCABULARY LEARNING STRATEGIES BY USING LEARNER AUTONOMY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.555 ^a	.307	.303	.45402

a. Predictors: (Constant), Learner Autonomy
b. Dependent Variable: Vocabulary Learning Strategies

As demonstrated in Table 4.10, LA predicted 30.7 percent of scores in the choice of VLS ($R = .555, R^2 = .307$).

TABLE 4.11:
ANOVA TEST OF SIGNIFICANCE OF REGRESSION ANALYSIS MODEL; PREDICTING CHOICE OF VOCABULARY LEARNING STRATEGIES BY USING LEARNER AUTONOMY

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.187	1	14.187	68.821	.000 ^b
	Residual	31.951	155	.206		
	Total	46.138	156			

a. Dependent Variable: Vocabulary Learning Strategies
b. Predictors: (Constant), Learner Autonomy

As illustrated by Table 4.11, the results of an ANOVA test of significance of the regression model for the first step [$F(1,155) = 68.821, p < .05$] yielded the significance of the regression model.

TABLE 4.12:
REGRESSION COEFFICIENTS

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.896	.277		3.232	.002
	Learner Autonomy	.754	.091	.555	8.296	.000

a. Dependent Variable: Vocabulary Learning Strategies

As demonstrated by the table above, LA signified a large standardized beta coefficient ($B1 = .754, t = 8.296, p < .05$). Standardized Beta Coefficient represents the degree to which predictor variables contribute to the prediction of the predicted variable. Thus, it can be concluded that LA makes a strong statistically significant contribution to VLS.

In the second step, a multiple regression model was utilized to probe the power of SE in predicting EFL learners' choice of VLS. Results are displayed below:

TABLE 4.13:
MODEL SUMMARY, REGRESSION ANALYSIS; PREDICTING CHOICE OF VOCABULARY LEARNING STRATEGIES BY USING SELF-ESTEEM

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.678 ^a	.459	.456	.40122

a. Predictors: (Constant), Self-esteem
b. Dependent Variable: Vocabulary Learning Strategies

As demonstrated by Table 4.13, self-esteem predicted 45.9 percent of scores in the choice of VLS ($R = .678$, $R^2 = .456$).

TABLE 4.14:
ANOVA TEST OF SIGNIFICANCE OF REGRESSION ANALYSIS MODEL; PREDICTING CHOICE OF VOCABULARY LEARNING STRATEGIES BY USING SELF-ESTEEM

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.187	1	21.187	131.614	.000 ^b
	Residual	24.951	155	.161		
	Total	46.138	156			

a. Dependent Variable: Vocabulary Learning Strategies
b. Predictors: (Constant), Self-esteem

As illustrated above, the results of the ANOVA test of significance of the regression model for the second step [$F(1,155) = 131.614$, $p < .05$] indicated that SE significantly predicts VLS.

TABLE 4.15:
REGRESSION COEFFICIENT

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.877	.118		15.933	.000
	Self-esteem	2.160	.188	.678	11.472	.000

a. Dependent Variable: Vocabulary Learning Strategies

As demonstrated by the table above, SE signified a large standardized beta coefficient of ($B1 = 2.160$, $t = 11.472$, $p < .05$). Thus, it can be concluded that SE makes a strong significant contribution to VLS.

In order to inspect the homoscedasticity based on the regression model, the researcher created a simple scatter plot for all three variables to visually check how the residuals were distributed, as displayed by Figure 7 below:

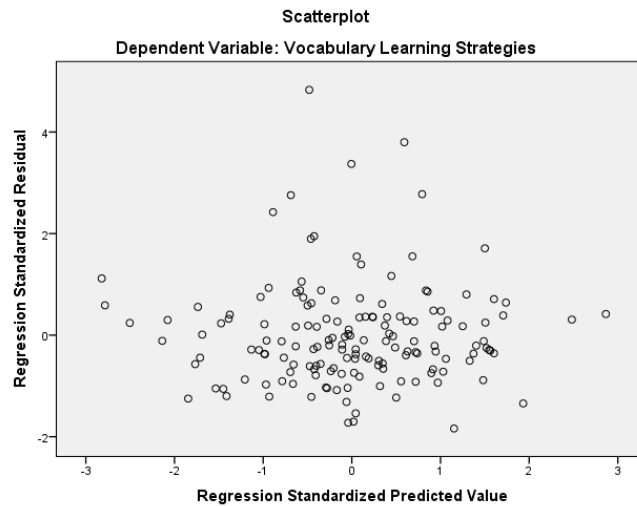


Figure 7: Plot of Standardized Residuals; Predicting Vocabulary Learning Strategies by Using Autonomy and Self-esteem

As displayed above, the data exhibited a great dispersion and scattered randomly across the plot. Thus, the variance seemed to be homogenous and the assumption of homoscedasticity was met.

Although, in the previous sections, the normality of distributions was examined for correlation, the residuals statistics of the data were checked to determine whether there existed any statistically significant outliers, as demonstrated below:

TABLE 4.16:
RESIDUALS STATISTICS; COOK'S DISTANCE

	Min	Max	Mean	Std. Deviation	N
Cook's Distance	.000	.183	.008	.023	157

a. Dependent Variable: Vocabulary Learning Strategies

As demonstrated by the residuals table above, the results also displayed the absence of significant outliers, as the Cook's distance values did not surpass 1 (Tabachnick&Fidell, 2007).

Therefore, with reference to the correlation and regression analyses of the data, it can be concluded that the researcher was able to prove that there does exist a statistically significant relationship between EFL learners' self-esteem and LA in predicting the choice of VLS. On the one hand, a significant correlation was found to exist among participants' LA, SE, and VLS, but on the other hand, the regression analysis indicated that LA and SE make strong significant contributions to VLS and were also a significant predictor of VLS. A number of studies have also revealed links between LA and VLS. For example, a study conducted in an Iranian EFL context by Zaker (2013) concluded that LA was an eligible predictor of VLS ($R = .24$, $R^2 = .068$). Another study conducted by Abbasi (2015) observed that LA is a significant predictor of VLS ($R = .448$, $R^2 = .20$). Moreover, another study between the two variables, but reversely—i.e., LA as a dependent variable and VLS as a predictor—concluded that VLS is a strong significant predictor for LA (Nosratinia&Zaker, 2015). Regarding the results of this study on SE as a predictor of VLS, the findings aligned with those of Nosratinia&Mohammadzamani, 2014. As mentioned previously, to the researcher's knowledge, this has been the only other study exploring the relationship between SE and VLS. In their study, they found SE to be a significant predictor of VLS, with 31.7% of scores for VLS ($R = .563$, $R^2 = .317$).

V. CONCLUSION AND RECOMMENDATION

Based on the abovementioned findings, it can be concluded that there exists a statistically significant relationship among the LA, SE, and VLS of Iraqi EFL students at Soran University. These findings also confirm that LA and SE contribute to effective vocabulary acquisition, while they also contribute significantly to VLS. The results of this study have also proven a significant difference to exist between learners' self-esteem and autonomy in the prediction of their vocabulary learning strategies. Moreover, they have demonstrated that such strategies may be improved by enabling a greater degree of student autonomy. The higher the autonomy, the more likely a student is to grasp learning strategies. Learners who are autonomous and have a high self-esteem have tools to make learning new vocabularies easier and more practical. They observe their own learning and determine solutions for overcoming problems associated with vocabulary acquisition. Holec (1981) defined learner autonomy as a student's ability to take charge and responsibility of his/her own learning. Similarly, in elaborating the concept of self-directed learning, Zhe (2009) described a process in which an individual accepts responsibility for most decisions related to his/her learning. Zhe explains that learners who have the willingness and ability to take responsibility for their learning also have the ability to improve their learning strategies; hence, they are more likely to be successful in achieving their language-learning goals. Alongside increased independence in the learning process is a greater level of self-esteem on behalf of students. As they realize the potential to direct their learning independent of a teacher figure, thus they become more confident in creating new strategies for acquiring the foreign language.

In light of the above findings, it is recommended that EFL teachers promote means of authentic engagement on behalf of learners. This means that learners are able to recognize immediate value in their language-learning tasks with clear purposes and outcomes; thus, they are more likely to participate in learning activities. A few practical ways that EFL teachers might stimulate such engagement in their classrooms is by providing frequent and effective feedback to students regarding their language performance, whether it be verbal or written; incorporating movement into their lessons on the part of both students and teachers; providing opportunities for students to facilitate lesson components themselves, where appropriate; and creating opportunities for students to converse regarding course content, especially in the context of reading activities and personal application. In terms of vocabulary learning, it is especially important for teachers to facilitate activities in which students may utilize newly acquired vocabulary terms in sentences while at the same time explaining the contingency of these terms' uses and sometimes meanings based on context. Some studies which support these recommendations are those of Nematipour (2012), who emphasizes visual and auditory learning as a means of increasing learner autonomy; and SheikhiBehdani (2011), who demonstrates the relationship between EFL learners' autonomy and critical thinking ability. Future research in terms of particular learning strategies that are more or less effective in increasing learner autonomy is necessary, as are more context-specific studies on how student demographics change the nature of learner autonomy itself and related learning strategies in the EFL classroom. One study that asserts the necessity of examining particular student characteristics is that of Koosha, Ketabi, and Kassaian, Z. (2001), who revealed that professional and marital status impacts learner autonomy. Depending on the cultural norms and ages of students, such studies may influence the methods employed by EFL teachers.

In its demonstration of the influence of self-esteem on students' employment of vocabulary learning strategies and inextricable relationship to learner autonomy, this study has further contributed to research concerning psychological constructs influencing learners' strategies for acquiring a new language. Studies such as that of Jackson (2002) have examined constructs such as learner disposition, "know-how," and behavioral as well as attitudinal predisposition, all of which affect students' aptitude. A fundamental issue with generalizing these studies is that they have focused exclusively on learners themselves; thus, it is necessary that future studies broaden their perspectives to include teachers and related factors such as course materials, institutional policies (e.g. attendance), and time constraints in order to determine how these play a role in shaping learner attitudes regarding the classroom environment, their abilities to acquire the target language, and the necessity of acquiring target language in the first place. For example, one study

might examine how an EFL teacher's self-presentation style among learners affects their willingness to participate in class activities. Another might extend further and examine teachers' own experience in the target language, e.g. his/her purpose for acquiring the language, experience in the target language culture, and frequency of utilizing the language in daily life. All of these factors, and more, crucially shape learners' ability to develop autonomy in the classroom, confidence in language use, and overall success in language acquisition. A final and more direct recommendation to the English department involved in this study is to provide extended opportunities for its teachers to reflect on their teaching methods and subsequent student attitudes/behaviors. Such reflections might take place via departmental trainings, informal discussion groups, or peer-review. Not only is this important for sharing success and failures in promoting autonomous learning environments but also is it significant for comparing how similar methods among teachers produce different student attitudes and behaviors. This comparison might illuminate how more particular circumstances beyond the teaching methods themselves (e.g. teacher attitudes, demographics, and presentation style) impact the effectiveness of given methods.

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A Study on the Influence of Language Learning Strategy Training on Learners' Beliefs

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Abstract—As one of the learner factors, most of the reported researches concerning learners' beliefs mainly deal with the correlation between learners' beliefs and other learner factors, and mostly belong to cross-sectional study. By contrast, learners' beliefs are investigated longitudinally in this study---respectively before, after and half a year after a language learning strategy training: TCLTSP model. The influence of the training on learners' beliefs is analyzed based on the changes of learners' beliefs.

Index Terms—learners' beliefs, learning strategy training, TCLTSP model

I. INTRODUCTION

From 1970s, the research emphasis of applied linguistics has been regularly transferred from How to teach to How to learn. Much attention has been given to studies on learner factors, among which learners' beliefs and learning strategy become typical hot issues, many related studies have been carried out and some findings are achieved (Ellis 1994 (cited in Jiao, 2006); Yang 1999; Wen 2001). Those studies indicate that learners' beliefs and learning strategy are two essential factors for foreign language learning, which exert great influence on learning behavior and learning outcome; learners' beliefs have strong influence on learning strategy; Yang (1999) suggested through study that the relationship between learners' beliefs and learning strategy should be cyclical rather than uni-directional. Therefore, this study intends to analyze first-year English majors' beliefs in Southwest Petroleum University in China, aiming at proving the cyclical relationship between learners' beliefs and learning strategy by exploring the possible influence that TCLTSP strategy training exerted on learners' beliefs.

II. REVIEW OF RESEARCHES ON THE RELATIONSHIP BETWEEN LEARNERS' BELIEFS AND LEARNING STRATEGY

To date, many researches concerning learner factors involve the survey of both leaning strategy and learners' beliefs, according to the findings and results that have been reported, these two important learner factors turn out to be closely associated. Horwitz (1988) uses the questionnaire developed by herself --- Beliefs about Language Learning Inventory to sort and describe the beliefs of the first-year students enrolled in University of Texas. She also admits the existence of the impact of learners' beliefs on learning strategies. Ellis (1994, cited in Jiao,2006) puts forward a framework for investigating individual learner differences, which shows that beliefs about language learning, learning strategies and language learning outcomes are interrelated. Wen (1995) puts forward a framework which shows that learners' beliefs, learning strategies and learning outcome are interrelated, then she claims that learners' beliefs have direct effect on their strategies, thus on their learning outcome. Yang (1999) conducts a study aiming to provide a better understanding of the relationship between learners' beliefs and learning strategy use. The results imply cyclical relationship between learners' beliefs and strategy use.

III. LANGUAGE LEARNING STRATEGY TRAINING--- TCLTSP MODEL

TCLTSP model is designed based on the previously reported strategy training models by Jones et al. (1987); O'Malley & Chamot (1990); Oxford (1990) (cited in Gao, 2017). The model is developed through the practices of language learning strategy training for Chinese language majors who learn English as a foreign language. The detailed information of the training are listed in the following tables and figures:

TABLE 1:
COMPONENTS OF TCLTSP MODEL

TCLTSP	The meaning of each component
T	Tasks experiencing
C	Contributions of teacher/tutors/group members
L	Learners' self-understanding
T	understanding of Target
S	understanding learning Strategies
P	taking conscious control of learning Process

TABLE 2:
THE CURRICULUM OF TCLTSP MODEL STRATEGY TRAINING

Unit1. Learner Preference	Meta cognitive strategy
Unit2. Goals, Motivation and Perseverance	
Unit10. Reflections	
Unit3. Memory and vocabulary	Cognitive strategy
Unit4. Reading	
Unit5. Listening	
Unit6. Speaking	
Unit7. Writing strategies	
Unit8. Positioning in a grouping	Social strategy
Unit9. Cross-Cultural Communication	

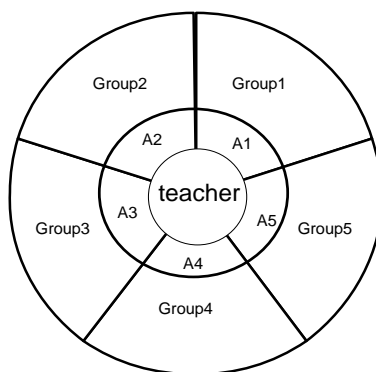


Figure 1: Teaching form of TCLTSP

Teacher stands for the main teacher A stands for teaching assistant/tutor

In addition to having a main teacher delivering each lecture, students were divided into five groups with a tutor respectively. All the tutors are graduate students of English majors and are responsible for organizing the discussion activities, keeping record the performance of each student in the group. Team teaching echoes the purposes of TCLTSP training mode, which aims at helping students understand themselves better, understand learning tasks better, understand learning strategies better through discussions and reflections so that taking conscious control of learning process can be gradually achieved.

IV. THE STUDY ON LEARNERS' BELIEFS BEFORE AND AFTER TCLTSP STRATEGY TRAINING

A. *The Quantitative Study*

Research Questions

- (1) What were the beliefs held by the subjects before the language strategy training?
- (2) What are the differences of learners' beliefs among pre test, post test and delayed post test?

Research Subjects

All the subjects are first year English majors in Southwest Petroleum University because freshmen bring preconceptions about English language learning based on the previous learning experience, some of which probably contain misconceptions, therefore, it's necessary to examine their initial beliefs as freshmen and conduct language training to reshape or correct learners' beliefs.

TABLE 3
INFORMATION OF SUBJECTS: SEX RATIO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	33	28.4	28.4	28.4
	female	83	71.6	71.6	100
	Total	116	100	100	

Research Instruments—Questionnaire

The questionnaire in the present study is adapted from the widely used questionnaire Beliefs about Language Learning Inventory (BALLI) developed by Horwitz (1987).

TABLE 4:
STRUCTURE OF THE QUESTIONNAIRE

	Contents	Number of items
Part I: Title	Learners' Beliefs on English Language Learning	
Part II: Personal Information	Student number, sex, class	3
Part III: Introduction	Brief introduction of the purpose of the survey and the way to respond	
Part IV: Learners' Beliefs on English Language Learning	1.About the difficulty of language learning	6
	2.About foreign language aptitude	6
	3.About the nature of language learning	6
	4.About learning and communication strategies	8
	5.About motivations and expectations	4
	6.About classroom teaching for English language learning	2

TABLE 5

Reliability Statistics

Cronbach's Alpha	N of Items
.763	32

Data Collection and Analysis

To analyze the data, Statistical Package of Social Science SPSS13.0 was applied

B. The Qualitative Study

Research Questions

How does the training affect learners' beliefs corresponding with what students report?

In order to answer the above question, four more detailed questions are designed.

1. What is your biggest problem in English language learning? Why?
2. Are you getting used to make plan for language learning? What are your short-term and long-term goals?
3. What are the qualities are you looking for a good language learner?
4. How does the language strategy training course influence your language learning? What are your suggestions for the training?

Research Subjects

Among the 116 subjects who had taken part in the questionnaire survey, nine of them were selected and agreed to participate the in-depth study. According to their scores for college admission, among the nine participants for qualitative study, three of them are chosen from the highest scores, three are from mid-level scores and three are from the lowest scores.

Data collection and analysis

The entire interview was recorded and transcribed into written materials and was analyzed by the author. Details that closely related to the raised questions were selected for in-depth analysis while other irrelevant data were put aside.

C. Results and Discussion

Descriptive Analysis of Learner's Beliefs on English Learning

The statistical measure of descriptive analysis was employed to analyze the quantitative data, items such as mean scores, frequency and std. deviation are to be presented and discussed

Beliefs about the Difficulty of Language Learning

TABLE 6
MEAN SCORES OF THE DIFFICULTY OF LANGUAGE LEARNING

	Some languages are easier to learn than other languages.	The degree of the difficulty of English learning: very difficult; difficult; medium difficulty; easy; very easy.	I have the confidence that I will speak English fluently one day.	How long will it take one to learn English well if he spends one hour on English learning each day?	It is easier to speak English well than to understand English clearly.	Reading and listening are easier than speaking and writing.
Items	SMEAN(D1)	SMEAN (D2)	SMEAN(D3)	SMEAN (D4)	SMEAN (D5)	SMEAN (D6)
N	Valid	116	116	116	116	116
	Missing	0	0	0	0	0
Mean	3.9483	3.2222	4.487	3.8796	2.7931	3.0531
Mode	4	3	5	5	2	4
Std. Deviation	1.02867	0.74988	0.76175	1.15508	1.24773	1.16351

TABLE 7
FREQUENCY OF THE DIFFICULTY OF LANGUAGE LEARNING

	D1		D2		D3		D4		D5		D6	
	Fre.	Per.	Fre.	Per.	Fre.	Per.	Fre.	Per.	Fre.	Per.	Fre.	Per.
1	3	2.6	2	1.7			3	2.6	16	13.8	11	9.5
2	10	8.6	12	10.3	4	3.4	15	12.9	43	37.1	29	25
3	16	13.8	59	50.9	7	6	21	18.1	19	16.4	32	27.6
4	48	41.4	38	32.8	34	37.4	30	25.9	25	21.6	31	26.7
5	39	33.6	5	4.3	71	61.2	47	40.5	13	11.2	13	11.2
Total	116	100	116	100	116	100	116	100	116	100	116	100

Fre.: Frequency; Per: Percentage

According to table 6, item D1, D3 and D4 respectively reached 3.9483, 4.4870 and 3.8796. The results indicate that the mean scores of these three items are at high level (3.5-5.0).

In table 7, only 1.7% of the subjects find English a very difficult language, which may due to their identity of English majors with better foundation of English language. As for the confidence of mastering spoken English, according to the data in table 7, none of the subjects lacks this confidence, which presents a very optimistic statement of learning English well from English majors. Subjects who hold the idea that no one can learn English well by spending only one hour per day take the largest proportion (40.5%), and another 25.9% think that it might take five to ten years to learn English well, which indicate that most language major students understand clearly that language learning requires both time and efforts.

As for the difficulty of specific language skills, table 7 shows that more than half of the subjects (50.9%) show their disagreement to the statement of speaking is easier than listening. As for the difficulty of reading and writing versus listening and speaking, subjects who hold neutral attitude take a comparatively higher proportion (27.6%), while the proportion of subjects hold either agreement or disagreement to item six (Reading and listening are easier than speaking and writing.) does not differ too much (25% vs 26.7%). The result suggests that as English majors, the strength and interest in English learning of the subjects vary from person to person.

Beliefs about the Aptitude of Language Learning

TABLE 8
MEAN SCORES OF THE ABILITY OF LANGUAGE LEARNING

	It is easier for children to learn English than for adults.	some people are endowed with specialized talent for learning foreign languages.	I have the special gifts to learn foreign language.	women do better in foreign language learning than men.	People who can speak more than one language are smarter.	Each person has the potential to learn a foreign language.
Items	SMEAN(A1)	SMEAN(A2)	SMEAN(A3)	SMEAN(A4)	SMEAN(A5)	SMEAN(A7)
N	Valid	116	116	116	116	116
	Missing	0	0	0	0	0
Mean	3.6121	3.47414	2.681	2.9741	3.2155	3.9741
Mode	4	4	3	3	3	4
Std. Deviation	1.11723	1.168136	1.12365	1.0991	1.10182	0.91804

TABLE 9
FREQUENCY OF THE ABILITY OF LANGUAGE LEARNING

	A1		A2		A3		A4		A5		A7	
	Fre.	Per.	Fre.	Per.	Fre.	Per.	Fre.	Per.	Fre.	Per.	Fre.	Per.
1	7	6	9	7.8	22	19	12	10.3	6	5.2		
2	12	10.3	5	4.3	26	22.4	27	23.3	25	21.6	9	7.8
3	25	21.6	26	22.4	40	34.5	37	31.9	40	34.5	23	19.8
4	47	40.5	44	37.9	23	19.8	32	27.6	28	24.1	46	39.7
5	25	21.6	22	19	5	4.3	8	6.9	17	14.7	38	32.8
Total	116	100	116	100	116	100	116	100	116	100	116	100

According to table 8 and table 9, 62.1% of the subjects agree that learning English is easier for children than for adults, only 16.3% show their disagreement. More than half of the subjects (56.9%) approve that some people are endowed with specialized talent for learning foreign languages, which indicates the innate idea of those subjects and they may partly contribute language learning success or failure to individual talent. As for personal talent for foreign language learning, only 24.1% acknowledge their specialized talents, 34.5% show neutral attitude, while subjects who deny that they own specialized talents for foreign language learning take the largest proportion with 41.4%, the truth that most of the subjects (75.9%) are not sure about of their talents for foreign language learning is likely to evoke their efforts and diligence to learn English.

Data of responses to the statement that women do better in foreign language learning than men turn out to be average with 33.6% of disagreement, 31.9% of neutral attitude and 34.5% of agreement. This result shows no bias from the subjects on gender differences for foreign language learning. It may due to the truth that most of the subjects are female, as data displayed in table 3. As for individual potential for learning a foreign language, vast majority of the subjects (72.5%) admit each person has the potential to learn a foreign language with only 7.8% of disagreement. This reveals their confidence in studying their major---English well.

Beliefs about the Nature of Language Learning

TABLE 10
MEAN SCORES OF THE NATURE OF LANGUAGE LEARNING

		It's necessary to know foreign cultures to facilitate foreign language learning	Learning English in English speaking countries would be better.	The primary task of English learning is vocabulary.	The primary task of English learning is grammar.	Learning a foreign language is quite different from learning other subjects.	Chinese-English translation is the is the most important issue in English learning.
Items		SMEAN (N1)	SMEAN(N2)	SMEAN (N3)	SMEAN(N4)	SMEAN (N5)	SMEAN (N6)
N	Valid	116	116	116	116	116	116
	Missing	0	0	0	0	0	0
Mean		4.6379	4.0517	3.5	2.7414	3.7586	2.2328
Mode		5	4.00(a)	4	3	4	2
Std. Deviation		0.56563	0.94955	0.95553	0.90526	0.99232	0.9812

TABLE 11
FREQUENCY OF THE NATURE OF LANGUAGE LEARNING

	N1		N2		N3		N4		N5		N6	
	Fre.	Per.	Fre.	Pe.	Fre.	Per.	Fre.	Per.	Fre.	Per.	Fre.	Per.
1			1	0.9	1	0.9	10	8.6	2	1.7	27	23.3
2	1	0.9	8	6.9	18	15.5	34	29.3	12	10.3	50	43.1
3	2	1.7	19	16.4	36	31	50	43.1	26	22.4	27	23.3
4	35	30.2	44	37.9	44	37.9	20	17.2	48	41.4	9	7.8
5	78	67.2	44	37.9	17	14.7	2	1.7	28	24.1	3	2.6
Total	116	100	116	100	116	100	116	100	116	100	116	100

According to the data in table10 and table 11, almost all the subjects (97.4%) agree that it's necessary to know foreign cultures to facilitate foreign language learning, which represents a highly approved opinion of the necessity and importance of learning foreign cultures from English majors. Similar to the case of item one, 75.8% of the subjects think that learning English in English speaking countries would be better, which indicates the importance of language environment in learners' beliefs.

As for the importance of vocabulary learning, more than half of the subjects (52.6%) consider it the primary task for English learning, which indicates that majority of the subjects may exert more efforts in vocabulary learning. On the contrary, only 18.9% of the subjects think grammar learning is primary in English study, while 37.9% deny the priority of grammar learning, and 43.1% are not sure about this statement. By contrast, the importance of vocabulary outweighs that of grammar for most of the subjects, which will directly affect their distribution of time in working with the two parts. Similar to case of learning grammar, only 10.4% of the subjects regard Chinese-English translation as the most important issue in English learning, which suggests their anxiety of the negative influence of Chinese on English learning.

When the subjects are asked whether English learning differs learning other subjects, only 12% disagree with this statement. This proves that as English majors, most of them may have rough ideas about the features of English learning and they may probably take related factors into consideration while selecting learning approaches and strategies.

Beliefs about Language Learning and Communication Strategies

TABLE 12
MEAN SCORES OF LEARNING AND COMMUNICATION STRATEGIES

		It is important to practice and repeat a lot so as to facilitate English learning.	Using tapes and videos to practice spoken English is important and necessary.	An excellent pronunciation” plays an important role in spoken English.	Do not express ideas in English before you can speak it correctly
Items		SMEAN(S1)	SMEAN(S2)	SMEAN(S3)	SMEAN(S4)
N	Valid	116	116	116	116
	Missing	0	0	0	0
Mean		3.9569	4.4052	4.6207	2.0086
Mode		4	5	5	1
Std. Deviation		0.99032	0.63216	0.6277	4.64289

		I am willing to practice spoken English with native speakers.	Guessing is acceptable when encounter new words	I feel shy when I speak with others in English.	It would be difficult for beginners to speak English correctly later if they were allowed to make mistakes in initial stage of learning English
Items		SMEAN(S5)	SMEAN(S6)	SMEAN(S7)	SMEAN(S8)
N	Valid	116	116	116	116
	Missing	0	0	0	0
Mean		1.8621	4.3017	2.7368	3.6207
Mode\		1	4	2	4
Std. Deviation		1.08665	0.70056	1.11941	1.10851

TABLE 13
FREQUENCY OF LEARNING AND COMMUNICATION STRATEGIES

	S1		S2		S3		S4	
	Fre.	Per.	Fre.	Per.	Fre.	Per.	Fre.	Per.
1	4	3.4					59	50.9
2	5	4.3					48	41.4
3	20	17.2	9	7.8	9	7.8	6	5.2
4	50	43.1	51	44.0	26	22.4	1	0.9
5	37	31.9	56	48.3	81	69.8	2	1.7
Total	116	100	116	100	116	100	116	100
	S5		S6		S7		S8	
	Fre.	Per.	Fre.	Per.	Fre.	Per.	Fre.	Per.
1	3	2.6	1	0.9	16	13.8	57	49.1
2	18	15.5	1	0.9	37	31.9	35	30.2
3	29	25.0	7	6.0	30	25.8	10	8.6
4	36	31.0	60	51.7	27	23.3	11	9.5
5	30	25.9	47	40.5	6	5.2	3	2.6
Total	116	100	116	100	116	100	116	100

As for learning strategy, 75% of the subjects show approval of learning by practicing and repeating. As for the tools, almost all the subjects (92.3%) prefer to use tapes and videos for spoken English learning. In terms of handling new words, 92.2% of the subjects think “guessing” is acceptable, which is a strategic way for their future reading comprehension.

When it comes to communicative strategy, none of the subjects deny that “an excellent pronunciation” plays an important role in spoken English, which suggests that being English majors, they pay special attention to pronunciation and must exert extra efforts on this area. The data obtained from item four (Do not express ideas in English before you can speak it correctly”) and eight (it would be difficult for beginners to speak English correctly later if they were allowed to make mistakes in initial stage of learning English) reveals that English majors are tolerant towards making mistakes in spoken English with only 1.7% and 2.6% respectively hold that making mistakes is harmful. More than half of the subjects (66/116) show their preference to speak with people from English speaking countries, which form sharp contrast with the research result from non-English majors in the authors’ university (Jiao, 2006). Therefore, it proves that English majors expect more exposures to authentic language condition, which may explain the result that subjects do not feel shy (45.7%) overweighs those who feel shy (28.5%) when speaking with others in English.

Beliefs about Motivations and Expectations

TABLE 14
MEAN SCORES OF MOTIVATIONS AND EXPECTATIONS

		Better spoken English skill accompany with more chances to use English.	It will be more possible for me to get good job if I am good at English.	Chinese people thought it is important to speak English well.	I learn English with purpose of knowing the native speakers better.
Items		SMEAN(M1)	SMEAN(M2)	SMEAN(M3)	SMEAN(M4)
N	Valid	116	116	116	116
	Missing	0	0	0	0
Mean		4.4828	4.3103	4.0345	2.4828
Mode		5	5	4	3
Std. Deviation		0.70381	0.87887	0.87408	0.97341

TABLE 15
FREQUENCY OF MOTIVATIONS AND EXPECTATIONS

	M1		M2		M3		M4	
	Fre.	Per.	Fre.	Per.	Fre.	Per.	Fre.	Per.
1			2	1.7	2	1.7	19	16.4
2	1	9	1	0.9	3	2.6	39	33.6
3	11	9.5	17	14.7	21	18.1	45	38.8
4	35	30.2	35	30.2	53	45.7	9	7.8
5	69	59.5	61	52.6	37	31.9	4	3.4
Total	116	100	116	100	116	100	116	100

According to the data in table 15, no one disagrees better spoken English skill accompany with more chances to use English, the same case was that most of the subjects (82.8%) associated speaking English well with better job opportunities. 77.6% of the subjects approve that Chinese people thought it important to speak English, which may drive them learn their major---English well.

The first three items are sorted as external motivations while the last item “I learn English with purpose of knowing the native speakers better” belongs to internal motivation which indicates learners’ desire for learning lies in the interest in language itself. According to the data, only 11.2% are self-motivated, while 38.8% of them were not sure about this statement, which offers teachers an implication that measures should be taken to develop English majors’ interests in language itself or they may quit easily as long as they come cross difficulties.

Beliefs about Classroom Teaching for English Learning

TABLE 16
MEAN SCORES OF CLASSROOM TEACHING FOR ENGLISH LEARNING

		English language teaching provided by school enable us to listen to and read English well.	English language teaching provided by school enable us to speak and write English well.
Items		SMEAN(T1)	SMEAN(T2)
N	Valid	116	116
	Missing	0	0
Mean		3.3391	2.9826
Mode		4	3
Std. Deviation		1.11032	1.07931

TABLE 17
FREQUENCY OF CLASSROOM TEACHING FOR ENGLISH LEARNING

		1	2	3	4	5	Total
T1	Fre.	9	17	30	46	14	116
	Per.	7.8	14.7	25.9	39.7	12.1	100
T2	Fre.	9	32	36	30	9	116
	Per.	7.8	27.6	31.2	25.9	7.8	100

According the data in table 17, more than half of the subjects (51.8%) think that classroom teaching in university was enough for them to develop listening and reading skills, by comparison, only 33.9% think it is enough to develop speaking and writing skills, which urges school and teachers to create more and better chances for students to build their speaking and writing ability.

The Differences of Beliefs Before, after and Half a Year after Strategy Training
The Repeated Measure of One-way Analysis of Variance on Difficulty.

TABLE 18
(难度: DIFFICULTY)

Within-Subjects Factors		Descriptive Statistics		
Measure: MEASURE_1		Mean	Std. Deviation	N
d	Dependent Variable			
1	难度 1	3.5639	.40707	116
2	难度 2	3.5299	.39844	116
3	难度 3	3.4766	.47957	116

According to mean value in table 18, subjects' beliefs on the difficulty of language learning presents a decreasing trend. However, the difference above is substantial difference, whether it is statistically meaningful, related data are to be analyzed in table 20: Tests of Within-Subjects Effects.

Since repeated measure design violates the Independence Assumption of between subjects experiment design, therefore, the Sphericity Assumption should be confirmed. If the value of significance (sig.) in Mauchly's test < 0.05, the Sphericity Assumption is violated, therefore, a remedial measure should be taken. According to statistical science, the sig. value of Greenhouse-Geisser, Huynh-Feldt or Lower-bound, each of them can be chosen to regain the sig. value. By comparison, Lower-bound is considered as the most conservative method, although statistical significance is hard to achieve (Qin, 2003), therefore, the sig. value of Lower-bound in table "Tests of Within-subjects Effects" should be reported to evaluate the significance of factorial effect. Another case is that in Mauchly's test of sphericity, sig. value > 0.05, which conforms to Sphericity Assumption, then, in table "Tests of Within-subjects Effects", the sig. value of Sphericity Assumed should be reported to evaluate the significance of factorial effect. In table "Tests of Within-subjects Effects", if the sig. value > 0.05, the significance cannot be regarded notable, if sig. value < 0.05, the notable significance is achieved.

TABLE 19
MAUCHLY'S TEST OF SPHERICITY(B)
MEASURE: MEASURE_1

WithinSubjects Effect	Mauchly'sW	Approx. Chi-Square	df	Sig.	Epsilon (a)		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
D	.902	11.766	2	.003	.911	.925	.500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

b Design: Intercept

Within Subjects Design: d

TABLE 20
Tests of Within-Subjects Effects

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
d	Sphericity Assumed	.449	2	.225	1.321	.269
	Greenhouse-Geisser	.449	1.821	.247	1.321	.268
	Huynh-Feldt	.449	1.849	.243	1.321	.268
	Lower-bound	.449	1.000	.449	1.321	.253
Error(d)	Sphericity Assumed	39.108	230	.170		
	Greenhouse-Geisser	39.108	209.460	.187		
	Huynh-Feldt	39.108	212.649	.184		
	Lower-bound	39.108	115.000	.340		

In table 19, letter D stands for Difficulty. Sig. value reports 0.003, which is lower than 0.05, the sphericity assumption is violated, therefore, according the remedial measures mentioned before, the sig. value of Lower-bound should be checked, which is 0.253, because 0.253 > 0.05, the factorial effect is significant, but not notable.

TABLE 21
Pairwise Comparisons

Measure: MEASURE_1

(I) d	(J) d	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	.034	.045	1.000	-.075	.143
	3	.087	.059	.431	-.057	.231
2	1	-.034	.045	1.000	-.143	.075
	3	.053	.057	1.000	-.085	.192
3	1	-.087	.059	.431	-.231	.057
	2	-.053	.057	1.000	-.192	.085

Based on estimated marginal means

a. Adjustment for multiple comparisons: Bonferroni.

In table 21, the second vertical line displays the mean score differences among the three tests, the mean score of difficulty on language learning from delayed post-test decreased 0.053 compared to immediate post-test, and 0.087 compared to pre-test. This result shows the decreasing tendency of subjects' responses to beliefs on difficulty of language learning, but statistically speaking, the decreasing tendency mentioned is considered insignificant. However, the mean scores of each of the three tests with certain intervals keep decreasing, it is, from another perspective proves that subjects' beliefs on this item (difficulty of language learning) turned out a sustainable changing trend, although the change was tiny, it kept changing towards the same direction.

The Repeated Measure of One-way Analysis of Variance on Aptitude

TABLE 22
(能力: APTITUDE)

Within-Subjects Factors		Descriptive Statistics		
Measure: MEASURE_1		Mean	Std. Deviation	N
apptitude	Dependent Variable			
1	能力 1	3.3218	.58760	116
2	能力 2	3.4234	.59620	116
3	能力 3	3.4975	.59408	116

In table 22, 116 subjects' responses to beliefs about language learning aptitude represent an increasing tendency, which theoretically indicates that all the subjects become more and more affirmative to statements concerning human aptitude towards foreign language learning. To evaluate the changes are statistically significant or not, the sig. value in Mauchly's Test of Sphericity is to be checked.

TABLE 23
MAUCHLY'S TEST OF SPHERICITY(B)
MEASURE: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon(a)		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
apptitude	.904	11.471	2	.003	.913	.927	.500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

b Design: Intercept Within Subjects Design: aptitude

TABLE 24

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
apitude	Sphericity Assumed	1.804	2	.902	5.369	.005
	Greenhouse-Geisser	1.804	1.825	.988	5.369	.007
	Huynh-Feldt	1.804	1.853	.973	5.369	.006
	Lower-bound	1.804	1.000	1.804	5.369	.022
Error(apitude)	Sphericity Assumed	38.631	230	.168		
	Greenhouse-Geisser	38.631	209.907	.184		
	Huynh-Feldt	38.631	213.115	.181		
	Lower-bound	38.631	115.000	.336		

In table 23, sig. value $0.03 < 0.05$, following the rules mentioned before, the significance in Mauchly's test violated the Sphericity Assumption, adopting Lower-bound remedial measure, the sig. value of lower-bound in table 24 should be reported, which is 0.022 and is much lower than 0.05, therefore reaches the statistical significance. This result indicates that subjects' beliefs on language learning aptitude differ significantly in different period of time, to know the details, information in table 25 is to be analyzed.

TABLE 25

Pairwise Comparisons

Measure: MEASURE_1

(I) aptitude	(J) aptitude	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
1	2	-.102	.045	.078	-.211	.008
	3	-.176*	.059	.011	-.320	-.031
2	1	.102	.045	.078	-.008	.211
	3	-.074	.056	.565	-.210	.062
3	1	.176*	.059	.011	.031	.320
	2	.074	.056	.565	-.062	.210

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Bonferroni.

The second vertical line displays the mean differences among each test, aptitude mean score from delayed post-test (third test) increased 0.074 compared to immediate post-test (second test), and it increased 0.176 compared to pre-test (first test), which is regarded statistically significant according to *mark. Although it didn't achieve *mark as significant level, aptitude mean score from immediate delayed post-test still got 0.102 of increasing value compared to pre-test, which indicates a comparatively big change between cases before and after the language strategy training.

To sum up, the significant increase of the mean scores of language learning aptitude may partly attribute to the language strategy training, which arranged some contents related to mystery of human brain to guide students know more or less about the functions of each hemisphere of human brain, by discussing about language learning from biological standpoint, the students got a new understanding about language learning aptitude, which probably affect their responses to those items like "Learning English is easier for children than for adults" and "Some people are born with special talents for foreign language learning".

The Repeated Measure of One-way Analysis of Variance on Nature

TABLE 26
(性质: NATURE)

Within-Subjects Factors

Measure: MEASURE_1

nature	Dependent Variable
1	性质 1
2	性质 2
3	性质 3

Descriptive Statistics

	Mean	Std. Deviation	N
性质1	3.5848	.47625	116
性质2	3.4530	.55187	116
性质3	3.4646	.54148	116

The mean value in 26 represents that after the strategy training, responses to beliefs on nature of language learning decreased 0.1318, which means subjects' attitude towards some items about nature changed from positive to comparatively negative, to know the specific changes, mean scores of two items with biggest changes are listed below:

TABLE 27
MEAN SCORES OF TWO ITEMS WITH BIGGEST CHANGES

Mean scores	Pre-test	Immediate post-test
Item 3	3.5000	3.4144
Item 5	3.7586	3.7182

Items three states that “Vocabulary learning is the most important part in English learning”, and item five is “Foreign language learning differs a lot from learning other subjects.” The higher the mean score, the more you agree with the statement. When the subjects were tested after the training, mean scores of the two items showed comparative stronger decrease than other items.

The result may partly due to the language strategy training course which arranged courses concerning vocabulary learning, not only introducing specific strategies for handling new words which may facilitate students with words memorization and guessing, but also trying to release students’ anxiety of new words learning. Besides, the whole training arrangement tried to balance the importance of different parts of English which is likely to guide students to try to avoid exerting efforts in only or two parts in English learning.

Language strategy training course involves some special examples for students to understand certain kind of issues, such as compare decomposing long words into smaller parts with case of division algorithm and factor resolution in math. Such kind of example may drive some of students to find common rules between English learning with other subjects. Therefore, they may gradually understand that English learning is not totally different from learning other subjects.

Whether the differences among three tests are statistically significant, table 28 is to be discussed.

TABLE 28
MAUCHLY'S TEST OF SPHERICITY(B)
MEASURE: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon(a)		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
nature	.994	.740	2	.691	.994	1.000	.500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in table 29.

b Design: Intercept.

Within Subjects Design: nature

TABLE 29
Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
nature	Sphericity Assumed	1.235	2	.617	3.410	.035
	Greenhouse-Geisser	1.235	1.987	.621	3.410	.035
	Huynh-Feldt	1.235	2.000	.617	3.410	.035
	Lower-bound	1.235	1.000	1.235	3.410	.067
Error(nature)	Sphericity Assumed	41.650	230	.181		
	Greenhouse-Geisser	41.650	228.522	.182		
	Huynh-Feldt	41.650	230.000	.181		
	Lower-bound	41.650	115.000	.362		

In table 28, the sig. value shows 0.691, which is higher than 0.05, indicating that the value doesn't violate the Sphericity Assumption. Therefore, the item Sphericity Assumed should be checked to see whether sig. value reaches statistical significance. The sig. value of sphericity assumed in table 29 shows 0.035, $0.035 < 0.05$, the statistical significance was achieved. The specific differences among each of the three tests are displayed in table 30.

TABLE 30

Pairwise Comparisons

Measure: MEASURE_1

(I) nature	(J) nature	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	.132	.058	.075	-.009	.273
	3	.120	.055	.095	-.014	.254
2	1	-.132	.058	.075	-.273	.009
	3	-.012	.054	1.000	-.143	.120
3	1	-.120	.055	.095	-.254	.014
	2	.012	.054	1.000	-.120	.143

Based on estimated marginal means

a. Adjustment for multiple comparisons: Bonferroni.

Data in the second vertical line show that the mean score of beliefs on nature from immediate post-test decreased 0.132 compared to pre-test, and it increased 0.012 compared to delayed post-test, therefore, it remained the lowest value among the three tests. The typical decreased items which may cause the lowest value were shown in table 27, and the reasons were given at the same time, which were obtained by tracing back to the language strategy training.

To sum up, subjects gave their responses to the nature of language learning, which include most of their preconceptions on what should be the most important task in English learning, how is English learning compared to learning other subjects? Since the language strategy training tried to balance the importance of each part of English learning by stressing each one’s features, hopefully help students reorganize their ideas about the answers to the two kinds of questions mentioned above. Therefore, some of the subjects changed their ideas more or less, such as adjusted their opinions of the importance of each part of English learning, that’s why mean score of the responses from immediate posttest turned out big changes. As for the delayed posttest, the mean score was a little higher than the second test but still lower than the first test, which indicate that the training influence remained with a certain degree even half a year after the training.

The Repeated Measure of One-way Analysis of Variance on Strategy

TABLE 31
(策略: STRATEGY)

Within-Subjects Factors

Measure: MEASURE_1

strategy	Dependent Variable
1	策略 1
2	策略 2
3	策略 3

Descriptive Statistics

	Mean	Std. Deviation	N
策略1	3.4391	.69197	116
策略2	3.4178	.34649	116
策略3	3.3463	.41268	116

In table 31, language learning strategies represented a decreasing trend. To know clearly and what caused the results in above table, items with mean scores decreased apparently are presented in the table 32.

TABLE 32.
MEAN SCORES DECREASED

Mean scores	Pre-test	Immediate post-test
Item 4	2.0086	1.7838
Item 7	2.7368	2.7328
Item 8	3.6207	2.0360

The decrease of the three items probably caused the decreasing trend of mean scores of the three tests, which is expected to by the author, and the reason will be revealed as these three items are analyzed one by one.

Item four, seven and eight states respectively that “Never express yourself in English before you can say it correctly”, “I feel shy when I speak with others”, and “It will be difficult for beginners to say English correctly if they were allowed to make mistakes at the beginning stage of English learning.” By analyzing the content of each item, it’s easy to find that the more they are afraid of making mistakes in spoken English, the higher the mean scores will these three items be. However, the language strategy training arranged relative contents such as speaking courses, in which students were educated to seize chances to practice oral English, to be brave to open their mouth to express ideas and do not feel shy when speaking with others in English. Therefore, all the subjects were encouraged to take risks when dealing with problems in spoken English. The subjects who were affected by the training may change their ideas towards items mentioned above and if they understood and accepted ideas about communicative strategies in the training, the decrease

of mean scores from the test immediate after training can be explained.

TABLE 33
MAUCHLY'S TEST OF SPHERICITY(B)
MEASURE: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon(a)		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
strategy	.711	38.954	2	.000	.776	.784	.500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in table 34.

b Design: Intercept. Within Subjects Design: strategy

TABLE34
Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
strategy	Sphericity Assumed	.548	2	.274	1.237	.292
	Greenhouse-Geisser	.548	1.551	.353	1.237	.286
	Huynh-Feldt	.548	1.568	.349	1.237	.286
	Lower-bound	.548	1.000	.548	1.237	.268
Error(strategy)	Sphericity Assumed	50.932	230	.221		
	Greenhouse-Geisser	50.932	178.372	.286		
	Huynh-Feldt	50.932	180.356	.282		
	Lower-bound	50.932	115.000	.443		

Though the mean scores for the three tests represented a decreasing trend, the sig. value in table 32 proved it violated the Sphericity Assumption, then the sig. value of Lower-bound should be checked. According to table 34, the sig. value reported 0.268, 0.268>0.05, which implied insignificant differences among each test. Nevertheless, the changes of subjects' beliefs on learning and communicative strategies did exist.

TABLE 35
Pairwise Comparisons

Measure: MEASURE_1

(I) strategy	(J) strategy	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	.021	.067	1.000	-.141	.184
	3	.093	.072	.600	-.082	.268
2	1	-.021	.067	1.000	-.184	.141
	3	.071	.042	.286	-.032	.175
3	1	-.093	.072	.600	-.268	.082
	2	-.071	.042	.286	-.175	.032

Based on estimated marginal means

a. Adjustment for multiple comparisons: Bonferroni.

According to the data in the second vertical line, mean differences reported the following results: compared to pre-test, mean score of immediate post-test decreased 0.021 and delayed post-test decreased 0.093. According to the analysis below table 32, the decrease of the mean score from immediate post-test can be explained, while the comparatively strong decrease of mean score from delayed post-test revealed the decreasing trend of each item.

To sum up, the mean scores of the three tests of learners' beliefs on learning and communication strategies turned out a decreasing trend, the mean score decrease of the second test due to the changes of subjects' ideas towards some items about oral English strategies, which owns to the contents and educating ideas in spoken English course in language strategy training. Since the second test was implemented right after the training course, the subjects' responses reflected directly that they were affected by the training. By contrast, the third tested was carried out half a year after the training, almost every item involved in this category decreased more or less, which indicates that learners need sustainable input to strengthen the positive influence on their beliefs.

The Repeated Measure of One-way Analysis of Variance on Motivation

TABLE 36
(动机: MOTIVATION)

Within-Subjects Factors		Descriptive Statistics		
Measure: MEASURE_1		Mean	Std. Deviation	N
m	Dependent Variable			
1	动机 1	3.8276	.54215	116
2	动机 2	3.7973	.61900	116
3	动机 3	3.8531	1.12666	116

In table 36, mean score of the second test represented a tiny decrease compared to that of pre-test, while mean score of the third test turned out the highest value among the three tests. Whether this result is connected to the influence of the language strategy training, an analysis in details with each item of learners' beliefs on this category (motivation) is given below:

TABLE 37
MEAN SCORE COMPARISON OF ITEMS FROM BELIEFS ON MOTIVATION

Mean score	Pre-test	Immediate post-test	Delayed post-test
Item one	4.4828	4.3423	4.1983
Item two	4.3103	4.1982	4.5345
Item four	2.4828	2.6126	2.8348

As the data displayed in table 37, the decreasing trend of the second test mostly attribute to the decrease of item one and item two and since the responses of the second test were collected immediately after the language strategy training, this trend and the training are theoretically connected. The reason is that the language strategy training arranged a special part for learners' learning motivation, in which internal motivation and external motivation were introduced and explained. In the training course, all the subjects were induced to have stronger internal motivation rather than external motivation, because internal motivation represents learner' love and interest towards English learning and English culture, which may lead learners' to learn willingly and effectively without giving up easily; while external motivation involves various reasons for learning English most of which are benefits-driven, such as earning better job opportunities, more respects from people around.

The key point is that item one and item two are statements of external motivation for English learning which are: "If I could speak English well, I could have more chances to use it (item one)" and "If my English learning was excellent, I could get more chances for better job (item two)". Therefore, the mean score decreases of item one and two represent the weakening of subjects' external motivation, although the change was tiny according to the data.

Compared to item one and two, the content of item four is concerned with the internal motivation of English learning, which states: "I learn English is to understand native speakers better". According to table 37, mean scores of item four represent an increasing trend, although degree of increase turned out tiny, this result can partly be attributed to effectiveness of the training.

To know the mean score differences among the three tests are statistically significant or not, data of Mauchly' Test and Within-Subjects Effects will be checked.

TABLE 38
MAUCHLY'S TEST OF SPHERICITY(B)
MEASURE: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon(a)		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
M	.708	39.356	2	.000	.774	.783	.500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in table 39.

b Design: Intercept. Within Subjects Design: m

TABLE 39

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
m	Sphericity Assumed	.181	2	.091	.178	.837
	Greenhouse-Geisser	.181	1.548	.117	.178	.781
	Huynh-Feldt	.181	1.565	.116	.178	.783
	Lower-bound	.181	1.000	.181	.178	.674
Error(m)	Sphericity Assumed	116.954	230	.508		
	Greenhouse-Geisser	116.954	178.027	.657		
	Huynh-Feldt	116.954	179.998	.650		
	Lower-bound	116.954	115.000	1.017		

The sig. value shown in table 38 is 0.000, which is much lower than 0.05, thus, it violates the Sphericity Assumption, then the sig. value of Lower-bound should be checked. According to the data in table 39, the sig. value reported as 0.674, which is higher than 0.05. Therefore, the changes of the mean scores among the three tests on learners' beliefs of learning motivation did exist but were not statistically significant.

However, items of beliefs on motivation involves both internal and external motivation, and the mean scores of the internal motivation (item four) has been proved an increase trend according to data in table 37, to know whether it achieved statistical significance, specific information for item four is given below:

TABLE 40
COMPARISON INFORMATION OF ITEM FOUR OF MOTIVATION
MAUCHLY'S TEST OF SPHERICITY(B)
MEASURE: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Square	Chi-Square	df	Sig.	Epsilon(a)		
						Greenhouse-Geisser	Huynh-Feldt	Lower-bound
m4	.998	.181	2	.914	.998	1.000	.500	

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

b Design: Intercept. Within Subjects Design: m4

TABLE 41
TESTS OF WITHIN-SUBJECTS EFFECTS

Measure: MEASURE_1

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
m4	Sphericity Assumed	7.352	2	3.676	5.406	.005
	Greenhouse-Geisser	7.352	1.997	3.682	5.406	.005
	Huynh-Feldt	7.352	2.000	3.676	5.406	.005
	Lower-bound	7.352	1.000	7.352	5.406	.022
Error(m4)	Sphericity Assumed	156.389	230	.680		
	Greenhouse-Geisser	156.389	229.636	.681		
	Huynh-Feldt	156.389	230.000	.680		
	Lower-bound	156.389	115.000	1.360		

TABLE 42
PAIRWISE COMPARISONS

Measure: MEASURE_1

(I) m4	(J) m4	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	-.130	.106	.671	-.388	.128
	3	-.352*	.110	.005	-.618	-.086
2	1	.130	.106	.671	-.128	.388
	3	-.222	.109	.132	-.487	.043
3	1	.352*	.110	.005	.086	.618
	2	.222	.109	.132	-.043	.487

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Bonferroni.

According to data displayed in table 40, the sig. value of Mauchly's test of sphericity assumption (0.914) was much high than 0.05, which conformed to sphericity assumption, and the sig. value of sphericity assumed turned out to be 0.005, $0.005 < 0.05$, this result showed that the increase of mean scores on item four (internal motivation) reached statistical significance, the *mark from Mean Difference in Parise Comparison also proved this significance.

To sum up, the mean score differences of subjects' responses to beliefs on motivation didn't reach statistical significance, however, item for internal motivation represented an obvious increasing trend, and according to statistical data, it was proved that the increase was statistically significant. The increase mostly due to the effectiveness of language strategy training, in which the contents about learning motivation were arranged and subjects were educated to hold stronger internal motivation to facilitate English learning. Besides, the truth that the mean scores of this item kept increasing with significant degree may imply a sustainable effectiveness of the training on learners' beliefs towards internal motivation.

The Repeated Measure of One-way Analysis of Variance on Teaching

TABLE 43
(教学:TEACHING)

Within-Subjects Factors		Descriptive Statistics			
Measure: MEASURE_1		Mean	Std. Deviation	N	
teaching	Dependent Variable				
1	教学1	3.1609	1.00119	116	
2	教学2	3.0935	.91159	116	
3	教学3	3.0474	1.06113	116	

TABLE 44
MAUCHLY'S TEST OF SPHERICITY(B)
MEASURE: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon(a)		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
teaching	.972	3.222	2	.200	.973	.989	.500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

b Design: Intercept. Within Subjects Design: teaching

TABLE 45
TESTS OF WITHIN-SUBJECTS EFFECTS

Measure: MEASURE_1		Type III Sum of Squares	df	Mean Square	F	Sig.
teaching	Sphericity Assumed	.755	2	.378	.518	.596
	Greenhouse-Geisser	.755	1.946	.388	.518	.591
	Huynh-Feldt	.755	1.979	.382	.518	.594
	Lower-bound	.755	1.000	.755	.518	.473
Error(teaching)	Sphericity Assumed	167.648	230	.729		
	Greenhouse-Geisser	167.648	223.765	.749		
	Huynh-Feldt	167.648	227.561	.737		
	Lower-bound	167.648	115.000	1.458		

The mean scores in table 43 represented a decreasing trend which indicated that subjects felt more and more unsatisfied with English learning situations at school for their listening, reading, speaking and writing. The sig. value ($0.2 > 0.05$) followed the Sphericity Assumption, then the sig. value of sphericity assumed was checked and turned out to be $0.596 > 0.05$, therefore, the changes of mean scores among the three tests on subjects' beliefs of classroom teaching didn't reach statistical significance.

Taking the learning context--- engineering university in southwest Chinese into consideration, studying in engineering university, English majors may feel inadequate humanistic learning resources or atmosphere, this reason makes the result understandable.

Results and Discussion on the Interview

How does the training affect learners' beliefs corresponding with what students report?

1. What is your biggest problem in English language learning? Why?
2. Are you getting used to make plan for language learning? What are your short-term and long-term goals?
3. What are the qualities are you looking for a good language learner?
4. How does the language strategy training course influence your language learning? What are your suggestions for

the training?

For the first question, every subject has different problems in English learning. However, each of the nine subjects mentioned speaking as their biggest problem in English learning. Only two of them are afraid to speak, but the rest of them feel the lack of vocabulary when speaking and feel unconfident in their pronunciation. All of them expected an excellent pronunciation.

For the second question, only two of the nine subjects persisted to make learning plans, and they happened to be the students with highest scores (scores for college admission) among the nine, and the rest of them made plans occasionally or rarely did it. As for short-term goals, almost every subject was struggling to pass the final exam. When it comes to long-term goals, it varied from person to person, generally speaking, it fell into two categories: for in-depth studying in English and for good jobs. Two subjects with the highest scores replied that for long-term goal, they expected to become English master, so they would learn more about English culture and they have such confidence; three of the subjects said that they wanted to become translators in the future, and the rest of the nine mentioned they wanted to find a suitable job in which they could use English.

For the third question, the nine subjects mentioned two aspects: motivation and personality. Subject with the highest score stressed internal motivation, she thought a good language learner should learn out of interest, only with interest and love for English learning, can the learner persist and learn by all means. Other subjects looked for these qualities in a good language learner: strong determination, self-regulation, out-going personality, willingness for communicating with others. They emphasized self-regulation most.

The answers for the last question cover several aspects:

First, for the influence of the training:

one of the nine subjects thought lecture of reading was helpful which boosted her interest to read more and she began to learn to read with depth as well as width; two of the nine subjects felt the lecture of speaking was helpful, because they were encouraged to speak bravely and they thought it quite important to speak first and then practice more to speak correctly; three of the nine thought lecture of vocabulary was helpful because they learnt many specific strategies to handle new words, they felt they really got something in that lecture; and the rest of the nine subjects thought the first lecture---Know Yourself was impressive and helpful, because they learn to know what kind of learners they are. In addition, all the subjects showed approval to the teaching form---Team teaching.

Second, for the suggestions for the training:

Two of the nine subjects expected more contents concerning foreign culture, and the rest of the subjects asked for more specific language learning strategies. All of them suggested more activities to be involved in the training class for them to participate, compared to being listeners; they preferred to learn by doing.

V. IMPLICATION

TCLTSP strategy training is proved to be beneficial to English learners in correcting their beliefs according to positive changes from the study. However, more attention should be paid to learners' ideas, more communications and ideas exchanges are needed before and during the preparation of training courses. Though the training is language learning strategies based, since the subjects are English majors, who need comprehensive skills and knowledge for being distinguished from non-English majors, more contents concerning spoken English and foreign cultures should be taken into consideration. Besides, according to the interview, most students stressed the quality of self-management, which is of great value for taking conscious control of learning process. Therefore, contents related to metacognition may need to be increased in future strategy training.

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A Critical Discourse Analysis of Donald Trump's Inaugural Speech from the Perspective of Systemic Functional Grammar

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Abstract—As an interdiscipline that studies the relation of language, power and ideology, critical discourse analysis has attracted more and more linguists' attention, which can be applied to analyze language features under certain social and cultural background. Critical discourse analysis is based on Halliday's systemic functional grammar that is a practical method to analyze discourse. Political discourse as a kind of typical discourse which involves the speaker's ideology and intention, can also be analyzed by critical discourse analysis. Therefore, this paper analyzes Donald Trump's inaugural speech mainly from the perspectives of transitivity, modality, personal pronoun and coherence in order to reveal the speaker's political intention, and help readers understand the meaning of discourse, cultivate their critical consciousness and analytical ability. The paper concludes that Trump uses different language forms to transmit, change and maintain audiences' ideology subtly. At the same time, it has a positive effect on the development of the critical discourse analysis.

Index Terms—critical discourse analysis, political speech, Donald Trump's speech, systemic functional grammar, ideology

I. INTRODUCTION

A. Background of the Study

Critical discourse analysis became a newly developing branch in the study of modern linguistics at the end of the 1970s. It is an interdisciplinary language study that explains social problems, which involves many fields, such as sociology, politics, communication and pedagogy. Critical linguistics regards language as a social practice. Language and social institution are inseparable. Language not only reflects society, but also participates in the construction of social objects and social relations.

Critical discourse analysis explains discourses from the perspective of social institution and constitution. It highlights that society influences discourse. Meanwhile, it pays close attention to discourse's reaction on society. Since the birth of critical discourse analysis, political field has been of paramount importance. Critical discourse analysis reveals power and ideology implied in political discourses. It explains how belief and sense of worth are expressed via language.

Critical discourse analysis as an analytical method is based on various theories, particularly on Halliday's systemic functional grammar. Halliday proposed three meta-functions after he inherited and developed different schools' thoughts. He emphasizes the relation between language and society. Systemic functional grammar is a practical theory that has been applied in discourse analysis. Many linguists and scholars adopt this theory to analyze different discourses.

A study of political speech in the framework of Halliday's systemic functional grammar from the angle of its three meta-functions will be valuable and significant.

B. Purpose of the Study

Critical discourse analysis as an instrument can analyze discourse thoroughly. It studies the interaction between language and society and reflects power, superiority, inequality and prejudice. Political speech is the production of statesman with power and authority, which plays an important role in realization of speakers' political intention. The aim of analyzing political discourse is to reveal how the speaker persuades audiences to accept his opinions and support him. So the deep meaning of political speech that involves in speaker's opinion, stance and ideology can be perceived.

C. Significance of the Study

Critical discourse analysis as an analytical method provides a reference and guidance for many researches, especially political discourse analysis. Speaker's ideology can be revealed through analyzing the language characteristics. Critical discourse analysis can raise language user's consciousness, help people understand the deep meaning of political speech and improve their sensitiveness to the language. It is also beneficial for language learners in terms of the reading and critical skills.

This study can enrich the research of American president's political speeches and have some implications to the political discourse analysis.

II. LITERATURE REVIEW

A. Previous Studies of Critical Discourse Analysis Abroad

Discourse Analysis was referred by American structuralism linguist Z. S. Harris in his article published on *Language* in 1952. Harris argues that discourse is an embodiment of members' activity. He explains syntactic rules and communication strategies in terms of semantics and context. The relation between discourse and social situation is mainly discussed in his article. J. R. Firth points that language has performative function. He focuses on the analysis of discourse's meaning in certain context.

Mitchell employs a semantic analysis approach to analyze the relationship between participants and environment. In the middle of the 1960s, the discourse analysis became an independent discipline. Fowler first put forward critical discourse analysis in *Language and Control* in 1979. He develops the basic principles of discourse analysis. Fowler argues that it is inappropriate to analyze discourse separately without considering historical, cultural and social factors. He emphasizes that language has ideological meaning and reflects social relations. Critical discourse analysis has critical and analytical functions.

Van Dijk pointed whether sentences or utterances embody discourse meaning in 1985. Text and discourse are two kinds of language organization forms. Text put emphasis on structure, while discourse focuses on social, historical and cultural conditions. He analyzes discourse from the aspects of vocabulary, modality and mood, which reveal writer's or speaker's idea and intention. Van Dijk employs this theory in the study of news, academic and political discourse. Stubbs claims that discourse analysis can be applied in analyzing discourses presented in written or verbal forms. Van Dijk's *Prejudice in Discourse* and Wodak's *Language, Power and Ideology* mark the formation of critical discourse analysis.

M. A. K. Halliday proposes functional approach in *An Introduction to Functional Grammar*. This method emphasizes on language function and the thematic structure and information structure. This book not only describes language structure, but also reveals reasons from the angle of social function. Systemic functional grammar can be used as a concrete tool to analyze discourses. Halliday pointed the basic type of speech is giving and demanding. Information exchange happens between participants.

Fairclough studied political discourse's power and ideology in 1989. He proposed three-dimensional framework that is on the basis of systemic functional linguistics and social semiotics. Language text, discourse and sociocultural practice have close connection. He also thinks discourse is a social practice. Critical discourse analysis reflects that social structure determines discourse pattern and discourse influences social construction.

Kress pointed that critical discourse analysis interprets the internal structure and integral organization of discourse in 1990. Critical discourse analysis can analyze communal oral language, such as newspaper, political dialogue, advertisement and official language. Speaker's view, stance and value are expressed. Wodak argues that ideology can be constructed through discourse in 1989. The decoding and encoding of discourse are influenced by social and cultural context. Both of them agree that discourse reflects power and ideology and critical discourse analysis explains the relationship between discourse and society.

B. Studies of Critical Discourse Analysis at Home

Chinese scholars began to study critical discourse analysis at the end of 1990s. An Introduction and Evaluation to Critical Linguistics was written by Chen Zhongzhu who introduced critical discourse analysis in 1995. He describes the critical discourse analysis as an analytical method and reviews its development. Then more and more domestic scholars start to study this theory.

Xin Bin is a prominent representative in this field. *Cognitive Discourse Analysis in Critical Discourse Analysis* was published in 2002. She explains the relations among language, power and ideology and emphasizes that discourse must be analyzed under certain social context. At the same time, Halliday's systemic functional grammar has been introduced in China, which provides a new framework for further research.

Chinese linguists wrote many books about discourse analysis. For example, Huang Guowen published *An Outline of Discourse Analysis* in 1988. Zhu Yongsheng wrote *Reflections on Systemic-functional Linguistics* in 2001. Hu Zhuanglin points that discourse can be analyzed from the perspective of language function and usage in *On the Cohesion and Coherence of Texts* in 1994. They study and corroborate theories and methods related to critical discourse analysis. Three meta-functions are more suitable for discourse analysis (Huang Guowen, 2001).

Ding Jianxin and Liao Yiqing claim the influence of ideology on discourse and discourse's reaction in 2002. They also explore the relation between language and ideology. Ding Jianxin finds that modal auxiliaries and imperative structures help speaker maintain his position, establish a harmonious interaction and realize his purpose.

Xiang Yunhua studies the relationship between language and power in political speech and emphasizes the significance of such relation in 2006. She reveals power and ideology concealed in discourse and how speaker use language to express his ideas.

The research of discourse analysis still tends to study theory and literature in China. The analysis of authentic materials is not enough. Many linguists have conducted a lot of research on political discourse from different views. This paper applies transitivity, modality and pronouns in analyzing political speech.

C. *Political Speech and American Presidential Inaugural Speech*

Political discourse is a classic discourse, including speech, slogan, declaration and reply in press conference. Political speech is a social practice, which plays a significant role in realizing speakers' goals. The representative political discourse is American president's speech. Unlike normal discourse, political speech is a kind of discourse that takes the speaker's stand, clarify his view and declare his proposal. The most important feature of it is to achieve political aims. In order to get audiences' support and obtain their recognition, statemen always establish a close relation with them.

American president's inaugural speech shows president's attitude about internal issues and international events. Building a good image is necessary for winning trust. Presidents proclaim new policies and guidelines involving in many aspects, such as economic condition, political affairs, social security and diplomatic strategy. They show strong confidence and promise to take effective measures. It's important to persuade people to change their ideology. Therefore, it not only needs to meet speaker's demand, but also to consider audiences' feelings.

The topic of political speech closely relates to the real world. Power relation decides the discourse's structure. The formal degree of occasion, participants' position and distance, and the aim of speech should be taken into consideration. In order to interact with audiences and incite their passions, stateman uses language skillfully. The transformation of word and choice of sentence structure needs to be appropriate. Christianity is deep-rooted in Americans' minds, so Bible is often quoted in political speech. It can change people's ideology and behavior.

III. THE THEORETICAL FRAMEWORK OF HALLIDAY'S SYSTEMIC FUNCTIONAL GRAMMAR

Critical discourse analysis studies discourse combined with context. It is based on many theories, especially on Halliday's systemic functional grammar. Halliday claims that language is a tool for human communication. He put forward three meta-functions: ideational function, interpersonal function and textual function, which study language function from the aspect of semantics. Systemic functional grammar is an operable and practical method to analyze discourse.

A. *Ideational Function*

Speaker or writer embodies his experience of the phenomenon of the real world through ideational function (Halliday, 1973). Language is used to describe the real world, including people's inside or outside experience, which constitutes different processes (Halliday, 2000). Transitivity can realize the function, because this system construes experience into a set of process types.

Transitivity system includes six processes: material, mental, behavioral, verbal, relational and existential process. Different verbs belong to different processes, which represent certain meaning. The choice of process reflects people's view about experiences and behaviors. Each process consists of participants, the process and circumstance related to the process.

Material processes are what has been done and what happens. Participants are actor and goal. Actor refers to entity, which can be human or object. Goal may be someone or something, to which pronoun or noun refers. This process uses action verb to express concrete and abstract behaviors. It is effective to describe the occurrence of events. Objectivity of political discourse can be strengthened, because doing can convince people further.

Mental processes refer to people's internal perception of the world. It includes sensor and phenomenon. Sensor is the minded, while phenomenon can be object, fact or thing. There are three sub-types: perception (seeing, looking, hearing, etc); affection (loving, liking, hating, etc) and cognition (understanding, knowing, thinking, etc). They have high degree subjectivity.

Relational processes are processes of being, which show two objects' relation. It can be used to describe an entity's feature. There are two modes: one is attributive relation. Subject is a carrier, and predicate is an attribution. It shows object's property and category. The other is identifying relation, which uses noun or adjective to modify an entity. Mental process mainly discusses potential cognition and sensing, while the process emphasizes an entity's property and identification.

Verbal process includes three participants: target receiver, verbiage and receiver. Exchanging information and expressing meaning can be realized through saying. Behavioral processes involve physiological and psychological behavior, such as breathing, smiling and dreaming (Halliday, 2000). Unlike material process, this process only has one participant: behavior.

Existential processes refer that something exists. The existent is the participant.

B. *Interpersonal Function*

Interpersonal function is that can build and maintain social relation. It shows people's identity and position, which reflects authority and domination. This function is realized by modality, personal pronouns and mood. It can be used to express one's will, faith and determination.

Modality is an important component of interpersonal function. It can reveal people's cognition and attitude. According to Halliday's modal operators, modality can be divided into three levels: low modal verb (can, may, could, might); middle modal verb (will, would, should); high modal verb (must, ought, need). These are positive modal verbs. The higher value of modal verb is, the more affirmative of discourse is. Modality can also be classified into three basic

values, which show the degree of probability, usuality, obligation and inclination. There is no better analytical method to analyze discourse than modality.

Personal pronouns can show participants' position, power and role in the communication. The choice of personal pronoun determines the relationship between speaker and listener. "We" is the first- person plural pronoun, including inclusive and exclusive pronouns. The former can create a more equal and harmonious atmosphere than exclusive personal pronoun. The second person pronoun "you" can achieve interactive function. The third person pronoun means potential roles of hearers.

Mood contains the subject and the finite. It can be categorized into two types: indicative and imperative. And indicative includes declarative and interrogative. It embodies people's confidence and determination. Active voice shows duty and present tense means truth.

C. *Textual Function*

Textual function refers to the fact that information is organized in an unified and coherent way. Theme structure, information structure and cohesion system are three components of textual function. This paper mainly discusses the thematic structure and cohesion system.

Theme is the element which serves as the point of departure of the message; it is that with which the clause is concerned. Rheme is the message's remainder developed from the theme (Halliday, 2000:37). In general, theme is given information and rheme is new information. Halliday classifies the theme into three categories: simple theme, multiple theme and clausal theme according to the sentence's complexity. The simple theme is a single structure element, such as nominal, adverbial and prepositional phrase. Multiple theme includes topical theme, textual theme, interpersonal theme and experiential theme. Clausal theme is a clause that comes first in the clause complex.

Theme can also be classified into marked and unmarked theme. Marked theme is used frequently. Important information is always placed at the beginning of a sentence, because the subject shows people's attitude. New message is located in the rest of the sentence. If there are some reasons, the object will be put in the subject position. When the theme is different from the subject, the theme is marked. Adverbial group and prepositional phrase are two main forms of marked theme.

Cohesion system is another component of textual function. Coherence can be realized by cohesive devices. Repetition belongs to lexical cohesion, which can enhance mood. Logical cohesion is achieved by causal conjunction, and structural cohesion depends on substitution.

IV. THE ANALYSIS OF TRUMP'S INAUGURAL SPEECH

Donald Trump took the oath of office in Washington in America on January 20th in 2017. American president's speech is of great importance in the world, so it is meaningful and valuable to analyze this political speech critically. The main purpose of Trump's inaugural speech is to achieve political goals. In order to gain support and make people accept his new policy, Trump uses language skillfully.

Halliday's systemic functional grammar can be used as a theoretical framework to study political speech. This paper analyzes the speech from the aspects of transitivity, modality, personal pronouns and coherence. Trump's ideology can be reflected from his language characteristics.

A. *Transitivity*

Transitivity is a remarkable sign of ideational function, which shows people's view, attitude and stance. The choice of process can reflect speaker's intention. Material processes and relational processes are used more frequent in Donald Trump's speech.

1. **Material Process**

Material processes appear eighty one times in Trump's speech, which is used to inform audiences some message. This process is suitable for him to describe American achievements and moves. It can incite audiences' patriotic passions and encourage them to create a glorious future. If the doing processes are used rightly, Americans will trust the government and accept the new policy.

"Because today we are not merely transferring power from one Administration to another, or from one party to another-but we are transferring power from Washington DC and giving it back to you, the people."

Trump claims that the government takes the side of Americans and power belongs to the people. The ruling party and potentate are concerned with people's interests. "Transferring" and "giving" show that the officers use formal authority on behalf of the public. They can stir audiences' enthusiasm and motivate a sense of pride. So Trump can enlist the support of audiences.

"For too long, a small group in our nation's Capital has reaped the rewards of government while the people have borne the cost."

Unlike American previous presidents, Trump, as a wealthy businessman, says facts according to his cognition, without considering political inclination. He emphasizes that society exists a large number of poor people who suffers hardship. They work hard but gain few benefits. Trump uses "borne" to show that he awares of the public's difficult circumstances. This process make audiences know the new president devotes himself to changing social inequality and

injustice.

“For many decades, we’ve enriched foreign industry at the expense of American industry; subsidized the armies of other countries while allowing for the very sad depletion of our military;”

“We” indicates Trump is one member of the public, which shortens the distance between audiences and him. He states the situation of economic industry, military power, border trade and so on. He criticizes domestic guidelines and diplomatic policies enacted in the past few years, because they cause failures. Using material verbs can express Trump’s dissatisfaction. He intends to revive economy and construct infrastructure, which make people know his strong resolution.

“And now we are looking only to the future.” “From this day forward, it is going to be only America first, America first.”

Trump appeals people to head for the future. Hope and confidence can arouse audiences’ resonance. He puts people’s interests in the first place, which can encourage morale and cohere a united whole. Trump builds himself as an image who can restore America. People are persuaded to believe they can make great progress under the correct guidance.

“We assembled here today are issuing a new decree to be heard in every city, in every foreign capital, and in every hall of power.”

“Assemble” as a material verb, indicates the importance of solidarity. “Issuing” shows that the ruling party would enact sound policies and have resolution to boost every trade’s development. It is in favor of him to acquire advocacy.

2. Relational process

“This is your day. This is your celebration. And this, the United States of America, is your country.”

Relational process is permanent, objective and authoritative. New times is coming. Trump encourages everyone to rise to the occasion and struggle for better life. Trump claims that all Americans are masters of their nation and play a very important role in the world. America needs everyone’s contribution, so each citizen has the responsibility to protect and construct his country. Only if all of people work together, the nation will become powerful and prosperous. Trump promises they can enjoy achievements, which encourage Americans to work hard and dedicate themselves to the country.

“At the center of this moment is a crucial conviction.”

Faith is necessary and significant for human. This sentence shows Americans must keep determined belief and march forward. It is faith that can inspire them to join their cause.

“We are one nation – and their pain is our pain. Their dreams are our dreams; and their success will be our success. The oath of office I take today is an oath of allegiance to all Americans.”

The relationship between America and its citizens is clear through this process. Trump proclaims that they are an united whole. Whether good or ill, they need bound together, and share happiness and bitterness with each other. Union is strength. He appeals people concentrate all strengths on country’s development. The accession of his identity shows the loyalty and willing to serve America forever. Trump can win audiences’ trust and support.

3. Existential process

“When you open your heart to patriotism, there is no room for prejudice.”

There are many black Americans who are discriminated by the white. And they are treated unfairly in daily life. In order to obtain more supporters, Trump argues the current condition needs to be changed and social justice can be realized. Audiences will accept new political principles conformably.

4. Verbal process

“The Bible tells us: ‘How good and pleasant it is when God’s people live together in unity.’”

Bible is often cited in political speeches. Religious faith is entrenched in Americans’ hearts. Trump proposes policy by means of a divine power, which reinforces audiences’ belief. So people believe union can make them more powerful.

B. Modality

Modality can be used to express people’s desire, which reflects their faith and inclination. It appears frequently in political speech. High modality shows people’s firm attitude and stance, while middle modality indicates mitigatory mood.

Trump uses a great deal of modality to express his view and feeling. For instance, “will” appears forty one times, but “must” occurs three times. He is inclined to use middle modality that can forecast the future and show the resolution. He builds great confidence in order to excite audiences’ passions. Meanwhile, he persuades audiences to accept his idea and attitude, which change their ideologies invisibly.

“I will fight for you with every breath in my body-and I will never, ever let you down.”

Trump makes serious promise that he devotes himself to America. “Will” means the hope that he can live up to people’s expectations. The middle modality keeps the content neutrality and avoid controversy or argument. Trump’s opinions can be accepted by audiences easily.

“We will not fail. Our country will thrive and prosper again.”

“Will” can weaken subjectivity, which leaves more spaces for audiences to make right decisions. Audiences make judgment and believe that America will flourish.

“We must protect our borders from the ravages of other countries making our products, stealing our companies, and destroying our jobs.”

This modality shows Trump's charisma and authority. It is everyone's obligation to guard territory, defend rights and have work. Using "must" incites audiences' will and strengthens their courage.

Personal pronouns are another way to express interpersonal meaning. The relationship between speaker and audiences can be eased by choosing different personals. More than forty sentences contain the first personal pronoun, which creates a peaceful and united atmosphere. "We" and "our" appear ninety six times in Trump's speech, because he wants to shorten the distance with audiences. He emphasizes they have common aim, interest and stance. Audiences' ideology is changed and controlled by Trump.

"We will follow two simple rules: buy American and hire American."

Trump transmits his idea, attitude, view and standpoint through using the first personal pronoun. It is "we" that makes everything natural and acceptable. The first plural personal pronoun caters for audiences' psychology. Therefore, their ideologies are assimilated and maintained.

Trump wants to evade the negative report of his arrogance. So he uses "they" to call Washington elites who disregard ordinary Americans' sufferings. The aim is to draw a clear distinction with them and take his stand. It shows that Trump has excellent persuasive skills.

C. *Coherence*

Critical discourse analysis also focuses on discourse's structure and content. The most apparent feature of Trump's speech is parallelism, which makes the content compactness. Audiences can feel language's mighty and grandiose.

"Together, we will make America strong again. We will make America wealthy again. We will make America proud again. We will make America safe again. And, yes, together, we will make America great again."

Trump discusses hot topics related to people's life, such as employment, border, facility and welfare issues. Upon these problems, he states his ideas clearly. The parallel form can strengthen the credibility of speech and arouse audiences' sentiments. It builds American's confidence and encourages them to make America great again. The repetition highlights that their life can be improved. "Together" demands audiences to participate in restoring America. Solidarity and cooperation can achieve their dreams. Trump hopes people can inherit ancestors' good traditions and make great achievements.

Although these parallel constructions seem convincing, they lack concrete and material contents. Trump uses his superiority to brainwash Americans. He intends to bound him to American revival and realize his political aims.

"The forgotten men and women of our country will be forgotten no longer."

Passive voice highlights the leading role of men and women. Trump gives them high expectations. They are encouraged to work hard and make great efforts.

"Now arrives the hour of action."

This is a marked theme, because "now" is put at the starting point. It can attract audiences' attention. Trump is a businessman who knows the urgency of time. He stresses the significance of action, and appeals people to take act at once. For instance, "empty is over" shows act is vital in enterpreneurial spirit. Audiences aware that it is high time to build up establishments.

V. CONCLUSION

A. *Findings*

The author did the study of critical discourse analysis of Trump's inaugural speech by using Halliday's systemic functional grammar. Language is analyzed from the angles of transitivity, modality, personal pronouns and coherence. Language form can reflect people's view, attitude and stance, which reveals his intention. The speech influences people's minds and change their ideologies.

Trump chooses material processes and relational processes to show the resolution that he can change the current situation. In order to establish close relations with audiences, he uses first personal pronouns and high modality. Trump uses simple words, brief sentences and declarative mood which is understandable for everyone. It is favourable to achieve Trump's political goals.

B. *Limitation*

The time that the author analyzes the political speech is limited. The inadequacy of pragmatic knowledge may affect preciseness of the study. It is necessary to explore the complex relation among language, power and ideology further. Political discourse is only a kind of discourse, which needs high sensibility.

C. *Suggestion and Implication*

Critical discourse analysis is enlightening to analyze political discourse. It proves that Halliday's three meta-functions are valuable. There are other analytical methods, such as the socio-cognitive approach of Van Dijk, Wodak's discourse-historical method, Fairclough's three-dimensional framework, and Thompso and Bhatia's genre analysis. Future research on discourse analysis should consider the socio-historical and socio-cultural context. The improvement of analyzing ability can make people understand discourse well.

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Assessing Problem Areas in Senior Secondary Students' Use of the English Concord

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Abstract—This research succinctly explicates the areas of problem in Senior Secondary Students' use of the English Concord in written texts. Language is a social property and has rules that determine how words should be matched to achieve effective communication. Concord in English deals with those rules that govern the co-occurrence of words in sentences. This work is a practical classroom experience and it x-rays the students' performance in the grammatical, notional and proximity concords respectively. The findings are clearly presented in statistical tables and each of the tables shows the students' performance in each of the areas. The result shows that the students performed fairly well in notional and proximity concords. The total results, however, led to the conclusion that the students are yet to attain competence in the English concord for good communication.

Index Terms—investigating, problem, English, concord, communication

I. INTRODUCTION

Language has become the widest medium of communication among people from different cultural and linguistic backgrounds both at the local and international levels, and the need for mutual intelligibility is fundamental. The English language is the language of education, politics, government, media, advertising, law, commerce and interaction among people in Nigeria (Awunusi, 2004, p. 67). Therefore, it is of immense importance for the senior secondary students to master the English concord for effective communication and mutual intelligibility both within and outside classroom. Scholars, (Nzerem, 2008; Onuigbo, 2005; Oluikpe 1985; Ogbulogo, 2004) have put forward some valuable suggestions to guide the second language users on the English concord. Since students at senior secondary level have got to their terminal stage in secondary education, and are being prepared for the university education, it is therefore necessary to investigate their level of competence in the use of the English concord.

In teaching pedagogical grammar, that is, the grammatical analysis and instruction designed for second-language students which borders on a description of how to use the grammar of a language to communicate, we refer to concord as the agreement of a word with other words in a sentence; that is, a relationship between two grammatical units such that if one of them selects a given features, the other has to have the same features, especially with regard to their number-singular and plural. The rules that govern these relationships of the various parts of the sentence such as nouns, verbs, pronouns, adjectives and complements are called the rules of concord (Onuigbo, 2005, p. 96). We have the grammatical concord which deals with the agreement based on the number of subject and the verb, the notional concord which deals with the idea of singular and plural that the speaker or writer has in mind, and the proximity concord, which deals with the agreement based on nearness. We also have pronoun antecedent agreement, coordinated subjects *with* and coordinative appositive, agreement between personal adjective and verb, agreement of tense, agreement of voice, agreement in a sentence that relates to amount and measurement, names and titles, games and diseases (Oluikpe, 1985; Ogbulogo, 2004). However, it seems that many senior secondary students in Nsukka Education Zone are ignorant of these rules of concord which have consequently affected their performance in English language very badly at the senior secondary school examination hence the need to carry out this investigation. This study, therefore, sought to determine the extent to which senior secondary students violate these Rules of Concord in English since this kind of investigation is lacking in the available literature. The mismatching of the grammatical elements results in communication breakdown and semantic noise.

A. Objectives of the Study

The primary objectives of this study are to: (i) describe the violation of the agreements and rules guiding the co-occurrence of the English verbs and other grammatical elements in sentences; (ii) describe the effects of the violations on language communication based on errors and deviant patterns or forms of the English verbs in sentences; (iii)

identify, clarify and analyse senior secondary students' concord rules violations and deviances involving the English verbs in written expressions; (iv) provide the acceptable forms of the expressions in English.

B. Scope of the Study

This research work is set out to examine the constraints imposed by the English verbs and other grammatical elements on sentence construction. The study is therefore limited to the identification, description, and analyses of the various violations of the rules of concord in English. The study relied on the collection of data from an objective-test instrument that was administered to randomly selected Senior Secondary School students in Nsukka Education Zone.

C. Research Hypothesis

There is no significance difference in senior secondary students' use of concord in English in Nsukka Educational Zone.

II. REVIEW OF RELATED LITERATURE

Evidence abounds to show that a lot of researches and investigations have been conducted on the various aspects of the English language usage for effective communication. There is also no denying the fact that some researchers have attempted studying concord in English. However, it is quite unfortunate to note that much is left underdone since no systematic and detailed research has been conducted to test senior secondary school students' competence in the English concord in Nsukka Education Zone. Oluikpe (1985) has observed that 'it is not enough to master the art of avoiding monotonous sentences'. It is of immense importance also for one to be aware of 'the most common grammatical errors that mar ones writing and speaking efficiently' (p. 84). There is the need for a consistent agreement in the combination of the grammatical elements that make up an expression. Concord is concerned with the agreement or rules which govern the relationship between the various parts of the sentence; it is not enough to speak or write, but of great importance is the meaningfulness of what is said or written. This implies that there should be some form of correspondence in person, number, gender, tense, voice and case among the different grammatical components of the sentence (Ogbulogo, 2004, p. 121).

Like human beings, words select the company they keep. For two persons to walk together, they have to first agree. In like manner, words must have certain characteristics in common for them to co-occur in a sentence. When words disagree, the tendency is that the functional purpose of language will be defeated as the intended meaning would be distorted. There is therefore the need to ensure that ambiguity and abnormality are avoided in the intended meaning (Akwayana, 2007, p. 98). Ambiguity and information distortion can only be avoided if we observe the linguistic code. Yankson (1989) notes that language is a code, a set of rules for generating what generative transformation grammarians call "well-formed" sentences (p.1). A breach of the code could therefore, result in illogical and ill-formed sentences. Concord therefore deals with the rules that determine the combinatory possibility of words for meaningful expression.

There are some mistakes in agreement caused by inconsistency in the use of (a) number as it involves (i) subject and verb of a sentence and (ii) pronoun and its antecedent, that is, the noun a pronoun replaces; (b) person, in terms of (i) pronoun and its antecedent and (ii) shifts from one person to another; (c) gender, as it relates to pronoun and its antecedent; (d) tense, as it involves shifts from one tense to the other; (e) voice as it applies to shifts from active to passive voice. It is therefore important for one to learn how to use number, person, and gender, tense and voice consistently because agreement is essential in forming correct sentences (84).

There are theories or approaches to the study of concord and they are grouped into three, namely:

- (a) Subject/verb agreement
- (b) Pronoun/antecedent agreement
- (c) Shifts in construction (sudden change from one number, person, tense, voice to another).

These theories are what we refer to as the rules of concord or agreement in English. The subject/verb agreement is the first rule of agreement and it states that a verb must agree in number with its subject. This rule has it that a singular subject must attract a singular verb while a plural subject must be followed by a plural verb. Total adherence to this rule makes for effective communication. The possible combinations of the rules of concord as regards subject/verb agreement are realized in following forms:

1. S_1V_1 (where S_1 = singular subject; V_1 = singular verb)

- (i) The news is terrifying.
- (ii) The phonetics is a difficult subject.
- (iii) The man loves to dance.
- (iv) Measles has been eradicated.

2. $S_2 V_2$ (where S_2 = plural subject; V_2 = plural verb)

- (i) His surroundings are dirty.
- (ii) Some people are unkind.
- (iii) The police take bribe.
- (iv) The students do their work conscientiously.

3. S_1 and $S_1 V_2$ (where S_1 and S_1 = compound subjects)

- (i) The boy and the girl are lazy.
- (ii) The president and his wife always have their launch here.
- (iii) Pleasure and hard work do not mix.
- (iv) The man and the woman are in love.

4. S2 and S2 V2 (where S2 and S2 = compound plural subjects)

- (i) Boys and girls are needed to do the work.
- (ii) Ladies and gentlemen were invited.
- (iii) Some fathers and mothers are strict (Eko (1999, p. 45-6; Oluikpe, 1985, p. 84).

We have to note, however, that there are exceptions to pattern (3). If **and** is replaced by such words as: **with, as well as, together with, in conjunction with, in the company of**, the verb to be used is obligatorily singular. The following sentences are used to illustrate this point:

- (i) The boy with his sister is here.
- (ii) The boy as well as his sister is here.
- (iii) The boy together with his sister is here.
- (iv) The man in the company of his wife has arrived.

In addition, when a compound subject joined by **and** gives the impression of a unit, the verb becomes singular also, as in:

- (i) Bread and butter is ready for you.
- (ii) Rice and beans is tasty.
- (iii) Trial and error results in success.

The third exception to pattern (3) is that when a compound subject is connected with correlatives, the noun nearer to the verb determines whether to use singular or plural verb. This is called the proximity concord where the noun nearer to the verb controls the verb. Here are some examples to drive home this argument:

- (i) Neither the teacher nor his student is here.
- (ii) Either the boy or the girl plays the piano.
- (iii) Neither the students nor their teacher is quite prepared.
- (iv) Neither the teacher nor his students are quite prepared.

Second language users should also look out for a problem that has to do with collective nouns. In order to avoid errors that are connected with collective nouns, one should limit oneself to one number in this regard since a collective number may be singular or plural depending on the notion. Such inconsistency results in a grammatical fault called shift in number (Oluikpe, 1985, p. 86). The following examples of collective nouns should be considered: Choir, team, army, committee, jury, congregation and audience.

- (i) *The choir is singing their song.

↓ ↓
Singular plural

- (ii) *The team is doing their best.

↓ ↓
Singular plural

- (iii) *The army are determined to probe its officers.

↓ ↓
Plural singular

There are obvious errors in the above sentences owing to shifts and inconsistencies in number. There is a mix up of singular and plural nouns and verbs.

The right sentences should read:

- (i) The choir is singing its song

↓ ↓
Singular singular

- (ii) The team is doing its best.

↓ ↓
Singular Singular

- (iii) The army are determined to probe their officers.

↓ ↓
Plural Plural

The second problem has to do with a collective followed by "of" and a plural noun, as in:

- a collection of paintings
- a case of instruments
- a flock of sheep
- a team of athletes

The above phrases usually attract singular verbs in Standard English. Attention is usually drawn to the collective which should be regarded as singular and not the plural noun that follows. Let us consider the following examples:

- (1) A collection of paintings is needed in this museum.
- (2) A case of instruments was bought for the construction.
- (3) A flock of sheep is expensive.
- (4) A team of athletes arrives Nigeria tomorrow (Oluikpe, 1985, p. 87; Ogbulogo, 2004, p. 125; Otagburuagu, 2002, p. 69).

Any deviation from these forms as shown above amounts to concord errors.

The third problem which every user of the English language should try to avoid also is the use of “one of” plus a plural noun. When “one of” is used in a sentence, the right verb to be selected must be singular. In order to avoid the distortion of the information one has to communicate to ones’ audience and consequently sounding illiterate, this rule should be strictly obeyed. Let us consider the following examples:

- (1) One of the boys has been arrested.
- (2) One of the students has handed in his assignment.
- (3) One of the teachers does not know the answer.
- (4) One of the cars has been stolen (Ogbulogo, 2004, p. 126).

The fourth problem area where caution is highly solicited is in the use of indefinite pronouns such as each, every, nobody, none, everybody, and anyone. Students and users of the English language usually find it difficult selecting the correct form of the verb that should go with the above indefinite pronouns. This could be because the indefinite pronouns refer to all the people in the group. It is not uncommon to find some expressions and sentences like:

- (1) Everybody know me very well.
- (2) Nobody understand your language.
- (3) None were present at the meeting.

The users of the above sentences are deficient in knowledge of the rules of concord that involve indefinite pronouns. The above sentences should therefore read:

- (1) Everybody knows me very well.
- (2) Nobody understands your language.
- (3) None was present at the meeting.

Periods of time, amounts of money, measurements, weight, diseases and games are generally regarded as a single unit and consequently take singular verb (Eko, 1999, p. 44).

Examples:

- (i) Twenty years is too long to be away from home.
- (ii) One thousand naira buys little these days.
- (iii) Six miles is too far for a child to walk to school

Eko (1999) argues that verb must always agree with its subject, not with a preposition or complement. She further argues that sentences that begin with here and there are a little tricky. “Here” and “there” may be either singular or plural. This can be illustrated with the following examples:

- There are many dangerous insects here (plural).
- There is a book on the shelve (singular)
- Here lies the remains of Major Bukar (singular)
- Here are the plates you sent for (plurals)

Eko (1999) agrees with Oluikpe (1985) that the most important type of concord in English is concord of number between subject and verb. According to her, a clause and prepositional phrase in the position of subject count as singular for the purpose of concord. She exemplified with the following sentences:

- i. How they got there doesn’t concern me.
- ii. After the exams is the time to relax (p.176).

She asserts that it is possible to generalize the rule as “A subject which is not definitely marked for plural requires a singular verb. They were also careful to note that apparent exception to the concord rules arise with singular nouns ending with “s” of the plural inflection such as measles, billiards, mathematics, physics etc or conversely plural nouns lacking the inflection –’s’ e.g. Cattle, people, clergy etc.

We may therefore have the following:

- Mathematics is an interesting subject.
- The clergy are meeting today.

Nzerem (2008) comments that there must be agreement of words according to their syntactic functions for there to be intelligibility in utterances. According to him, for a semantic noise to be avoided, the sender of a message must adhere to the rules of agreement. However, in his treatment of Notional Concord, he said that:

- i. The police is working hard and
- ii. The clergy is treated with respect are considered as singular nouns.

But in British English, the words Police and Clergy are obligatorily plural and require the use of plural verbs (Oluikpe, 1985 and Eko, 1999). The two sentences should therefore read:

The police are working hard.

The clergy are treated with respect.

Nzerem (2008) in agreement with scholars on the English Concord as it concerns the special types or areas of concord, advises that the following should be noted in the area of principle of proximity. He calls it the 'grey area':

(i) that majority and minority are singular words, but they accept plural verbs;

(ii) that though data is the plural of datum, it requires a singular verb;

(iii) that many a ... is always followed by a singular verb;

(iv) that means can either be singular or plural. When it is used to refer to someone's financial resources, it is plural: After her divorce her means are reduced; But singular in "this is the means to an end.

(v) That one and a half of anything takes singular verb;

(vi) That words like economics and politics may either be singular or plural depending on the usage. Examples: When "Economics" is a name for an academic theory or refers to the academic subject, it is treated as singular since it relates to "the science of economics" (a singular subject). We can have: Economics often provides solution to political problem. But when it concerns practical applications, it is usually plural. The economics of running a business are complicated (p. 257).

When politics represents an attitude or preference (incorporating various facets) of a political party or policy, it is treated as plural: What are his politics? But we have: Politics is a dirty game.

Yankson (1989) and final year language-stress students in the department of English, University of Nigeria, Nsukka, analysed one hundred General Studies (G.S. 101): 'The Use of English' end of year examination scripts. Yankson and student researchers found that concord errors constituted the highest percentage of first year undergraduate grammatical errors.

The research focused on concord errors from one thousand and one hundred (1,100) G.S. 101 end-of-year examination scripts written between 1977/78 and 1984/85 academic years, that is, errors covering a period of eight years, by first year undergraduates of the University of Nigeria, Nsukka, and similar concord errors made by their counterparts from the University of Cape Coast, Ghana. The students whose scripts were analysed consisted of all first year arts and science students.

Yankson (1989) observed that there are various kinds of concord errors committed by the students. They grouped these errors into six categories:

- a. Typical concord errors;
- b. Notional concord errors;
- c. Proximity concord errors;
- d. Memory limitation concord errors;
- e. Plural inflectional concord errors; and
- f. Inability to identify noun headword.

Under development errors are errors that are typical of all second language learners. Though the students are aware of the guiding principles, yet they commit the errors. The following examples are listed from their corpus:

- (i) As a child "grow" his ability... (grows)
- (ii) Life 'have' not been smooth. (has)
- (iii) No Nigeria University 'teach' carpentry (teaches)
- (iv) This proposition rather 'sound' repugnant. (sounds)
- (v) It is love or affection which 'prompt' ... (prompts)

Under Notional concord errors we have:

- (1) The society at large 'hold' the University students in a high esteem (holds)
- (2) The energy of the employed able-bodied men 'are' being wasted. (is)

Under proximity concord errors we have:

1. The reason for its fall in these areas are not far-fetched. (is)
2. A long discussion on the way of the colonist 'take' place. (takes)

Under memory limitation concord errors, the following examples was take from their corpus:

1. This set of underage students who don't know the difference between good and bad 'make' things difficult for the reader (makes).

Under plural inflectional concord errors we have:

- (1) Little emphasis were placed on certificates (was)
- (2) Mathematics have always been my best subject (has)

At the end of the whole analysis by the researchers, the following hierarchy of concord errors committed by the first year students of the University of Nigeria, Nsukka, and Cape Coast Ghana, were listed as shown below. This is a summary of the findings of the researchers:

1. Plural Nouns + singular verbs	-	443
2. Singular Nouns _ plural verbs	-	372
3. Plural Nouns + singular pronouns	-	69
4. Singular Noun + plural pronouns	-	34
5. Plural pronouns + singular verbs	-	29

Total Number of Errors = **947** (Yankson, 1989, p. 46).

Ogidefa (2010) in a research he conducted to identify the grammatical errors typical of advanced users and learners of English as a second language in Nigeria comments: "The most important type of concord in English is concord of number, that is, singular or plural between the nominal group that realizes the subject(s) and the verbal element: After analyzing some students' essays, he came up with the following result or evidence of concord errors.

1. I, Peter Ukpaka, wishes to inform you... (wish)
2. The Rector have made a promise ... (has)
3. Everything were done fast. (was)
4. During the riot, the police was invited. (were)
5. John and Kemi does not know what to do. (do)
6. Neither of the students were on campus. (was) (p. 6).

It is important to note that though Ogidefa (2008) recorded the above findings, he did not specify the number of subjects that were involved in his study as well as the location of his study. However, the finding shows lack of competence in the use of English by the second language users in Nigeria.

Anyanwu (1990) also carried out a research on the restriction of the English verbs. Subjects for the study were five hundred first year students of the Imo State University, Owerri. A section of the study was on the English concord. The researcher constructed some sentences and the students were asked to choose from the options lettered A – D the correct verb that agrees with subject of the sentence. The result of the research shows that the students had difficulty with choosing the appropriate verb based in number to fill in the gaps. (p. 31)

III. METHODOLOGY

A. *The Study Design*

The design adopted for this study is the descriptive survey research design. This study design is preferred to others for this study because it systematically collects data on a sampled population and analyses the data to arrive at the characteristics of a given population from a sample considered to be representative of the entire group. It describes certain variables like the central tendency, dispersion and variability in relation to the population by studying the responses of a sample population. The findings of the study are generalized to the entire population.

B. *The Study Population and Sampling Technique*

The senior secondary students are chosen because their level of study marks an important stage of language acquisition. The students are expected to have acquired enough knowledge on the nature and usage of the English words, especially the combinatory potentials of the parts of speech and the nouns and verbs in particular. The knowledge of the language acquired will enable them (the students) to use the English language for both specific and general purposes. The senior secondary students are, therefore, considered to be appropriate for us in a test of language competence.

We also chose a size that is large enough to be representative of the population. The sample for this study is made up of one hundred (100) students that are drawn from twenty-three randomly selected government and private secondary schools that make up Nsukka education Zone. In order to avoid bias and to achieve the set objectives, we have adopted a simple but systematic random sampling technique for the selection of the secondary schools from which the sample of the population was drawn. The systematic random sampling technique gives each element of the population an equal and independent opportunity of being part of the sample. The number of secondary schools selected from each of the local government was based on proportionate stratification random sampling. Proportionate stratified random sampling ensures that each stratum of the population is proportionately represented by the sample. Thus, each local government is classified as a stratum to ensure a proportionate representation of the sampled schools in relation to their population.

C. *Research Instrument*

The instrument for this study is the objective test instrument. This type of instrument is needed because the study hinges specifically on academic performance and the data needed should necessarily reflect learning and its environment. The instrument covered the three basic concord types in English – the grammatical concord, the proximity concord and the notional concord. The objective type of instrument has only one correct answer. The instrument has only forty objective questions, each of which tested the students' knowledge on a specific type of English concord. It is the need to test the students' competence that informed the choice of this type of testing instrument.

D. *Design of the Instrument*

The instrument for this study is competence motivated and is designed to restrict the freedom of the user or testee from avoiding the difficult areas of the English concord in order to determine the testee's competence in the language.

Each item in the instrument is made up of four options: A – D, because it is not performance-motivated test that allows the testee the freedom to choose his vocabulary, sentence and meaning. Thus, the instrument is designed to pin down the testee to a particular agreement between or among the elements of a sentence, especially the subject and the verbs to ascertain his competence.

E. Method of Data Analysis

We were driven by the need to adopt those measures that are simple and which would be appreciated by the readers who may not be statisticians. We have, therefore, chosen and adopted statistical measures for the analysis of the data collected. They included: the central tendency, dispersion and variability. The measure of central tendency included the mode which has the highest number of persons studied, the median which showed the score in a middle position, and the mean which showed the average performance of the population. It is only the mean that is so important in this study, because it is the arithmetic average which we have depended on to measure the performance of the population studied. We also made use of two measures of dispersion or variability to complement the statistical information the mean yielded: the range which showed the difference between the highest and lowest scores, and the standard deviation which showed the variability from the mean obtained.

The statistical analyses are presented in tables. In the table, we gave the class width showing the range of grouped scores. We also gave the mean required for competence to be established as existing. This is the condition upon which competence is statistically determined. At the end of the table, we listed the mean, range and standard deviation. Only the columns whose quotients are relevant to this study were summed up. The mean was reduced to the nearest whole number, and the standard deviation to the nearest two decimal points. A mean of 35 and above means complete mastery which is the competence we are concerned with in this study. Anything less than 30 is incompetence. The grades and values we made use of are given below:

1. 35 – 40 = A (Excellent)
2. 30 – 34 = C (Good)
3. 25 – 29 = D (Fair)
4. 20 – 24 = E (Poor) and
5. 19 and below = F (Very Poor)

We wish to state here that the letter grades and values attached to them were adopted from the Ministry of education, Enugu State grading system based on 100%. The scores here reflect the number of item in the study and have been grouped to reflect the standard set by the Ministry of Education, Enugu State. In order words, we classified A – C as competence, D as near competence, and E – F as complete incompetence when we presented the mean score.

The standard deviation concluded the statistical analysis. The following information was obtained at the end of the analysis: the class average (the mean), the difference between the highest score and the lowest score (the range, and the extent of variability from the average (standard deviation). These showed the competence or incompetence represented by the population on the English concord.

IV. DATA ANALYSIS/FINDINGS

The Population's Overall Competence

For competence to be accepted, we required a mean of thirty (30) marks from the population. The table below supplies the statistical observations.

TABLE 4.1:
THE OVERALL COMPETENCE
Maximum Possible Mark = 40, Required Mean = 30

Class interval	Class mark X	F	F _x	CF	$x - \bar{x}$	$(x - \bar{x})^2$	$f(x - \bar{x})^2$
30 – 39	34.5	4	138	100	18.2	331.24	1324.96
20 – 29	24.5	19	655	96	8.2	67.24	1277.56
10 – 19	14.5	68	986	77	1.8	3.24	220.32
0 – 9	4.5	9	40.5	9	-11.8	139.24	1253.16
		100	1,819.5				4,076

Mean = 16.3, Range = 30, Standard Deviation = 6.38

The statistical table shows the achieved mean of the population to be 16.3. This mean falls short of the required mean of 30 which is the competency level. A close examination of the scores shows that only four (4) members of the population are in the range of competence 30 – 39. The greater number of the population (96) is below the target. The mode of the population is 14.96. This reveals also that the majority of the population is found in the mean area which is below the level of competence.

Important to note also is the fact that no member of the population scored the maximum possible mark of 40. With the highest score as 39 and the lowest scores as 9, the population has a scoring range of 30. We have therefore established the statistical incompetence of the population with respect to their overall performance in the test.

Competence in the Divisions of the Concord Study

At this level of analysis, we are solely concerned with the competence of the population in the various divisions of the English concord. This analysis gives us a comprehensive view of the population’s standing in the concord test. It also clarifies the population’s best or worst area as the case may be.

Competence in the Grammatical Concord

In studying the population’s competence, we have 30 questions. The reason for having thirty (30) questions in the grammatical concord is because the grammatical concord has the widest coverage in the English concord. It includes all the special areas or types of concords that do not belong to either the proximity or the notional concord. The competency mean required is 20 marks. Anything less than this, is not accepted as competence.

The results are presented in the tables below:

TABLE 1:
THE COMPETENCE IN THE GRAMMATICAL CONCORD
Maximum Possible Mark = 30; Required Mean = 20

Class interval	Class mark X	F	Fx	CF	x-x'	(x-x') ²	f(x-x') ²
20 – 29	24.5	4	98	99	10.5	110.25	441
10 – 19	14.5	83	1203.5	95	0.5	0.25	20.75
0 – 9	4.5	12	54	12	-10.5	110.25	1323
		99	1355.5				1784.75

Mean = 13.7; Range = 20; Standard Deviation = 4.2

From the table above, it is observed that the population achieved a mean of 13.7 contrary to the set mean for competence. This score is below the required mean for competence. The population also has a standard deviation of 4.2. The achievement of the population here is still that of incompetence. The population under study is yet to master the rules of grammatical concord.

TABLE 2: COMPETENCE IN THE PROXIMITY CONCORD
Maximum Possible Marks 5; Required Mean = 3

Class interval	Class mark X	F	Fx	CF	x-x'	(x-x') ²	f(x-x') ²
2 – 4	2	51	102	100	0.49	0.24	12.25
0 – 2	1	49	49	49	-0.51	0.26	12.75

Mean = 1.51; Range = 2; Standard Deviation = 0.5

In order to determine the population’s competence, we have set five (5) questions. The competency mean required is three (3). From the table presented above, it can be observed that the population’s achievement is below expectation. We required a mean of 3, but the population’s mean is 1.5 which is below the required mean. The mean achieved by the population is just a half of the required mean. The standard deviation of the population is 0.05. The overall assessment here points to the fact that the population is far remove from the knowledge of the rules of proximity concord and the usage.

Competence in the Notional Concord

Here, we employed five questions only in order to determine the population’s competence. The notional concord does not conform to the rules of either grammatical or proximity concords.

Maximum Possible Mark = 5; Required = 3:

Class interval	Class mark X	F	Fx	CF	x-x'	(x-x') ²	f(x-x') ²
2 – 4	3	54	162	100	0.9	0.81	43.74
0 – 2	1	46	46	46	-1.1	1.21	55.65
		100	208				99.40

Mean = 2.1; Range = 2; Standard Deviation = 0.97

The population here has also displayed incompetence in the rules and usage of the Notional Concord. The table above clearly shows that the population achieved a mean below the required mean for competence. Whereas the mean required for competence is 3, the population achieved a mean of 2.1. The standard deviation of the population is 0.97. We wish to comment that the population performed fairly well here. They are more at home with the notional concord than other types of concords studied in this research.

V. DISCUSSION AND CONCLUSION

The overall analysis of the population’s standing in the English concord shows that competence is not a true mark of the population’s use of the English concord. The study population is required to score a mean of 40 in the entire test. On the contrary, they scored 16.3 which is far below the required mean for competence. We have also examined the three major types of concord in English; the grammatical, proximity and notional concords. The population has its worst performance in the grammatical concord.

The study further reveals that the population has its best result in the Notional Concord followed by the proximity concord. The population achieved the mean of 2.1 against the required mean of 3 and 2 as against the required mean of 3. The population performed fairly well here but is yet to master the rules.

We have also observed that the deviation of the population from the competency mean is highly significant in the grammatical concord but insignificant in the proximity and notional concords. Thus, the population's mean achievement in the notional and proximity concords is that of near competence. We have no option than to strongly reject the hypothesis earlier stated in this study. The students neither understood nor correctly used the English concord. They also failed to score the competence mean set and their deviation from the mean is highly significant.

The knowledge of grammar is essential for effective communication. The fact that there must be an agreement between or among the various elements of the sentence underscores the impotency of paying adequate attention to the rules of grammar in general and concord in English in particular.

This study has convincingly exposed us to the incompetency of the population in the English concord. The abysmal performance of the students in the English concord as revealed by this study gives us the reason to conclude that the population is yet to attain the level of competency in and mastery of the English Concord. The population also encountered a hierarchy of difficulty in the various types of concord in English under study. Though the population is near competence in the proximity and notional concords, the overall analysis shows the population to be entirely incompetent.

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Cultivation of Critical Thinking Abilities in English Writing Teaching*

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Abstract—Critical thinking is one of the key skills for English majors, while the “critical thinking deficiency” is a commonplace among English majors in our country. The reasons for the “Critical Thinking Deficiency” of English major students lie in the ambiguous learning objects, the misleading guidance of teaching methods and the narrow knowledge, etc. It is effective to combine the development of critical thinking in the English writing process to improve the “critical thinking deficiency” among English major students. The paper aims to explore the development of the critical thinking ability in the English writing course by setting the real writing task, adopting the multi-draft writing, and establishing the students’ writing portfolio, and in these ways the analyzing abilities, critical thinking abilities and the abilities to solve problems can be fostered, thus the students’ writing abilities can be improved.

Index Terms—Critical Thinking, English Writing, Critical Thinking Deficiency, theoretical model

I. INTRODUCTION AND LITERATURE REVIEW

As one of the most necessary aspects human lives, thinking, especially critical thinking, is needed in solving the problems in the difficult cases. The purpose of education system is to educate people to be independent and to think effectively. Students must be educated and motivated to research. They should not follow others without any investigation. (Kadivar, 2002) Critical thinking can help people form a critical conception of the society problems, rather than undisputed imitation. Recently, critical thinking has been a hot spot of research among English learning researchers, for the growing students’ mental skills has always been an issue. However, the current state of Chinese English learners is that the phenomenon of “Critical Thinking deficiency” is still common among English majors. To the English majors students, “Critical Thinking deficiency” (YuanShen HUANG, 1998) arises due to students’ lack of abilities of analysis, judgment, inference, reasoning and differentiation. The reasons for the “Critical Thinking Deficiency” of English major students lie in the ambiguous learning objects, the misleading guidance of teaching methods and the narrow knowledge, etc. In recent English writing teaching, much attention has still been paid to the language itself in teaching methods, and there is still a common phenomenon that English teachers lay much importance on the practice of language rather than the cultivation of thinking ability. As for students, much importance has been attached to the recitation and imitation instead of the analysis and the reflection of the problems. Summative assessment has prevailed in the assessment of English writing teaching.

Although many researchers have realized the importance and seriousness of the problem, no effective ways have been adopted to improve the critical thinking deficiency among English major students, especially in English writing teaching. It was mentioned in “English syllabus for English majors in Higher education” (2000) released by Higher Institution Foreign Language Teaching and Learning Advisory Committee that students of English majors shall be cultivated on the abilities to acquire knowledge, to think independently and to innovate. As the syllabus put it, having a command of English knowledge and ability to think critically is necessary especially for English majors. Therefore, more and more English experts have realized that “Critical thinking deficiency” shall be overcome in order to improve the critical thinking abilities among English majors.

Foreign scholars’ research on critical thinking mainly includes the definition of critical thinking model and the construction of measuring tools. Researchers (Scriven & aul, 1987; John Dewey, 1993; The Delphi Group, 90; cione, 990; Yeh, 2001; Geertsen, 2003; Salmon, 1989; Paul & Elder, 2006) have already explored the definition and the connotation of critical thinking ability and have gain much achievements. However, the researches of critical thinking abilities at home are comparatively limited (Chongde Lin, 2006; Qiufang Wen, 2006, 2009; Qixin He, 1999). Yuanshen HUANG (1998) pointed out that the “Critical thinking deficiency” was common among English majors and analyzed the reasons. Wen (2009) compared the current situation of Critical thinking between English majors and other Liberal arts majors. Therefore, researches at home focus mainly on the reasons for critical thinking deficiency among English majors and some comprehensive strategies have been put forward. The researches of improving critical thinking ability in the specific courses, especially the English writing course, are limited. Thus the exploration of cultivation of critical thinking ability in English writing teaching is of great significance, for it is one of the most effective courses to develop

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the critical thinking abilities and one of the most effective way to improve “critical thinking deficiency”. This paper aims to explore how to improve the critical thinking abilities effectively on the basis of the theoretical model of critical thinking.

II. THE THEORETICAL MODEL OF CRITICAL THINKING

Currently the most influential theoretical models of critical thinking both abroad and at home include: the two-dimensional structure model proposed by the Delphi Research Group (1990); the Ternary structure model by Paul and Elder of Foundation for Critical Thinking (2006) and the three-edged structure by Chongde LIN (2006). The Delphi Research Group (1990) defined the critical thinking model from cognitive dimension and affective dimension. Paul and Elder (2006) defined the critical thinking model from three dimensions: the thought element, the measure standard and the intelligence characteristic. In order to measure the critical thinking ability of college students, The Delphi Group had designed two measures tools, namely California speculative skills scale and California Speculative Questionnaire, which received the reliability and validity tests for 4 years. Based on the foreign Critical ability model, Chongde LIN (2006) put forward the three-edged structure of critical thinking, which include six elements: thinking purpose, thinking process, thinking content self-monitoring in thinking , thinking quality, the cognitive and non-cognitive factors in the thinking.

But the most available and widely-adopted one at home is the hierarchy theory model of critical thinking proposed by Qiufang WEN (2009). This model combined the previous three models together, and its hierarchy theory model is easy to be operated and conducted in the teaching process. In this model, critical thinking falls into two levels: meta-thinking and thinking ability. Meta-thinking, as the first level, refer to the ability to plan, check, adjust and assess one’s own thinking. The thinking ability of the second level include the cognitive skills (analytical ability, reasoning ability, and evaluating ability), standard (clarity, relevancy, logic, profundity, and flexibility) and emotional traits (curiosity, open, confidence, just and Integrity and perseverance). These two levels lie in the above-down layer, and the second level is managed and monitored by the first level. (Qiufang WEN,2009) (See chart one)

TABLE ONE:
THE THEORETICAL MODEL OF CRITICAL THINKING (QIUFANG WEN, 2009)

Meta-thinking ability (self-regulation ability)		
Thinking Abilities		
Cognitive skills		Emotional traits
	Standard	
Analytical ability (Classification, identification, comparison, clarification, differentiation, interpretation) Reasoning ability (Question, hypothesis, inference, exposition, argument, etc) Evaluating ability (Evaluation presupposition, assumption, argument, argument, conclusion, etc)	Clarity (Clear and accurate) Relevancy (relevant, unified) Logicity (coherent) Profundity (Logical , to be of breadth, depth and difficulty) Flexibility (Rapid change of perspective, adept at alternating using different thinking skills.)	Curiosity (inquisitive,curious, Studious) Open (Tolerate and respect different opinions and be willing to correct their own improper views.) Confidence (Believe in your own judgment and dare to challenge authority.) Just and Integrity (Pursue truth and stand for justice.) Perseverance (With determination, perseverance, and don't give up easily.)

From what have been mentioned, the features of Wen’s hierarchy theory model are obvious: first, the hierarchy is obvious and the focus is prominent. Meta-cognition plays the role of self-regulating , which occupies the highest position and plays a dominant role in the overall situation. By constantly planning, checking, adjusting and evaluating the ability of thinking, the subjective initiative and the leading role of the thinker are brought into full play. Second, the core of thinking ability is evaluation. With certain standards, we can make an honest and clear assessment of our thinking. Evaluation requirements are conducted in different ways, and the result of the evaluation is not either/or, but it should be diversified. Third, the ability to think is expressed through emotional characteristics. People who are curious, open, confident, honest and firm are usually strong thinkers. Therefore, cultivating these characters is the ultimate goal of cultivating critical thinking ability. Fourth, the ability to think can be cultivated and trained. We can learn a certain degree of self-control by taking classes and training, and then we can train the skills and emotional characteristics, and finally master the cognitive skills and the emotional characteristics.

III. THE TEACHING OBJECTIVE OF CRITICAL THINKING IN ENGLISH WRITING

“English writing” is a course that combines reading, argument and debate, and it’s one of the effective way to develop critical thinking abilities of college students. Integrating the development of critical thinking into English writing is beneficial to the development of students’ solving problems dialectically, and in verse, the development of critical thinking can effectively improve English writing abilities, thus broadening students’ thinking and detailing the content.

In the English writing course, seven stages are involved in composing the argumentation: conception, orientation, deciding on the significance, generation of ideas, organization, feedback and revision. Students can draw happiness from the cooperating study with peers, gain confidence in the course of group discussion, learn to organize and express

their own opinion by using the language strategies to cater to the demands of the potential readers and treat the problems dialectically, thus improving their critical thinking abilities.

In order to integrate the critical thinking abilities into English writing course, we set the teaching objects of English writing on the basis of the Wen's theoretical model.

For the meta-thinking, the first level, teachers shall cultivate the meta-thinking abilities in the pre-writing phase, in which brainstorming, mind mapping and group discussion are the effective ways. Teachers shall assign an open topic, and students can judge and choose their own key point of topic on the basis of their own interests and information reserve. During the course of brainstorming, mind mapping and group discussion, students' meta-thinking abilities (self-planning, self-adjustment, etc) are practiced and improved gradually, and they have to learn to evaluate their own information reserve, thoughtfully analyze and evaluate the alternative points of view, select and sort out the effective information and prepare for the further writing.

For cognitive abilities, the second level, students' analytic abilities, reasoning abilities and evaluation abilities can be greatly improved in the writing course. In self-evaluating and peers-evaluating process, students shall learn to analyze and evaluate their own composition and their peers'. They shall learn to find out the thesis statement, judge the effectiveness of the thesis statement and the logic of the organization, etc. Students can express clearly their own opinion and coherently and accurately interpret the pros and cons of the writing. As for the cognitive standards, they are the standards to inspect final products and evaluate the students' critical thinking abilities. For this part, students can assess the peers writing as well as their own writing on the view of reader identity. Clarity refers to the exactness of the thesis statement; relevancy concerns the relevance of thesis statement to the subject and the supporting sentences to the thesis statement. Students can judge the logic organization and the coherence of the sentences in the paragraph in the aspect of logic. Profundity concerns the depth and width of the argument and flexibility focuses on the different angles of argument.

Here comes the emotional traits of thinking; students have to look up the reference, choose the key topic, construct the effective thesis statement, thus curiosity of the social hot spot and the habit of collecting and reserving information can be improved and formed. Group discussion can effectively improve the cooperative study. Being open means students shall admit the existence of different opinion and accept the positive and negative evaluations from their peers, thus developing the open attitude in writing course. Students shall be confident to express their own idea and challenge the authorities in the group discussion and peers evaluation. Students shall learn to tell the truth in front of different information. Since the writing course requires at least three drafts of writing and the repeated revisions, perseverance are fostered greatly among students.

TABLE TWO:
THE TEACHING OBJECTS OF CRITICAL THINKING IN ENGLISH WRITING COURSE

Meta-thinking (self-planning, self-adjustment)		
Thinking Abilities		
Cognitive		Emotional traits
skills	Standard	
Analytical ability (analyze the readers before writing; establish the purpose of writing; analyze the thesis; organize the introduction, body paragraphs and conclusion) Reasoning ability (draft the effective thesis statement) Evaluating ability (distinguish the facts and opinion; judge the convincing of the evidence and logic in the argument)	Clarity (Whether the thesis is clear? Is it understandable to readers?) Relevancy (whether the thesis statement is relevant) Logicity (whether the content is coherent) Profundity (whether the argument is profound and broad) Flexibility (whether it is to argue the thesis from the different views)	Curiosity (learners can determine the topic via looking up the reference and are willing to put forward the questions) Open (learners can accept the peers' positive and negative feedback) Confidence (learners can positively express ideas in the group discussion and challenge the authorities) Just and Integrity (learners can tell the rights in front of the different topics) Perseverance (learners can persist in the whole writing course)

IV. THE DEVELOPMENT OF CRITICAL THINKING ABILITIES IN ENGLISH WRITING

In view of the significance of cultivation of critical thinking in English writing, this paper aims to explore the effective ways to improve the critical thinking by combining the development of language acquisition, language skills and critical thinking together. Given the teaching objectives of critical thinking in English Writing course, setting the real writing task, adopting the multi-draft writing, and establishing students' writing portfolio in our own teaching experience are widely used to improve the critical thinking in English writing course.

A. *Setting the Real Writing Task to Stimulate Students' Critical Thinking*

In English writing course, setting the real writing task is the premise to cultivating students' writing ability. Teachers in assigning the writing tasks should focus on helping students solve the problems in real lives or the themes related to students' daily life, guiding students to analyze the causes of the problem and thus solving the problem. As for these writing tasks related to students' daily life, students tend to "have words to say", and it is easy to stimulate the students' information reserves, put forward and demonstrate their own point of view, so as to cultivate students' independent thinking. In this way, students will be more willing to participate in writing activities. At the same time, students' fear of

difficulties can effectively avoided in some way, and it can help students' value perception, reflection and understanding ability. It must be ensured that students have plenty of time to think, and practice the students' thinking ability. The following topics are always designed in the teaching experiences: "idol worship", "Your Opinion on Campus Loan?", "The advantages and disadvantages of micro-blog", "The effects of artificial technology on our lives", "The sharing bicycles" and so on. These topics concerns student's own lives and experiences, and the students are greatly motivated, and get access to the point of view easily, thus the contents of the article are comparatively full and rich, and argument is sufficient and persuasive. It can greatly improve the students' interest in writing and make them "have words to say," enabling students to construct actively their own knowledge system, to overcome the fear of difficulties, and to help students focus on conception, reflection and comprehension, thus cultivating the ability to analyze problems and thinking.

When the assignment is set, teachers shall use brainstorming or mind mapping to help students generate ideas from their information reserve. Mind mapping can guide students to point out the key words of the topic. Exploratory teaching methods are usually adopted in the process to develop students' analytic and thinking ability and competence of solving problems.

Besides, our teaching experiences showed that "given-material composition" can be adopted in the English writing class to combine the training of language skills and development of thinking ability. In "given-material composition", students have to read a reading material and then finish the assignment designed from the material. The assignment can be topic composition, semi-topic composition or open composition. Some evidences include the pros and cons are listed in the material, so students need to examine the materials thoroughly in order to decide their own point of view. They have to analyze and reason the information in the reading material, and at the same time, they learn the idiomatic expressions through reading materials. Via these activities, students' language and thinking abilities can be trained and improved simultaneously.

B. Adopting Multi-draft Writing and Multi-feedback to Improve Students "Readers" Awareness

In our teaching experience, writing course concerns several phases, and the each composition shall be revised for at least three times to reach the final product. Getting the first draft peer-reviewed is very important. Reading the peers writing is an effective way to see your peers works and your own critically from the view of readers, thus improving the students' readers awareness and the ability to read the works dialectically. Peers review can train students in reading, writing and communicating, and students can learn to accurately interpret their own opinion.

In this course, writing "workplace" is always adopted in the process. Before the class, the workplace of three to four peers can be formed according to students' performance, personalities, gender and their own will. The group members shall put forward their learning regulation, making sure their individual role and function, thus achieving in the collaborative learning. In the learning process, the workplace will receive an assignment, and the whole group will cooperate together to finish the seven phases of writing process.

Collaborative work is typical in the real group workplace. Students can make use of the chance to gain experience in collaborative work. Peers-feedback is a component part of process English writing, and it can cultivate students "readers" awareness. It can help students learn to view the workers from the point of readers, and as an independent reader, a student can read his own works critically. Questions excerpted from "A Handbook of Writing" (The third Edition) by Wangdao DING (2009) are often used in peers feedback:

1. What is the topic of the essay / composition? Does the draft fulfill the assignment (e.g. mode of development or type of composition)? Is the thesis clear? Is it supported by enough facts (details, examples, reasons, etc.)?
2. Is there irrelevant material that should be removed? Is the logic sound? Are there gaps in the logic?
3. Is each sentence clearly related to the sentence that precedes it and to the sentence that follows? Are there unnecessary sentences that may be removed? Are there structural mistakes? Are there wordy and redundant sentences? Is there variety in sentence type?
4. Are there words that are not appropriate for the topic or the style of the whole essay (e.g. too colloquial or too formal)? Are there words or phrases which are directly translated from Chinese but which may mean something different in English? Are there collocations which may be incorrect because they are taken from Chinese (e.g. a big rain)? (Wangdao DING, 2009)

Multi-feedback is often adopted in the process of writing. There are self-feedback, peers-feedback, teacher-student feedback, oral feedback, face-to-face feedback, and written feedback. All these kinds of feed-backs are sometimes overlapping, and exist in different phases of writing(See chart three). Multi-feedback can improve students critical thinking, because students can objectively view their and peers' works, improving their analytic abilities. Of the same age, students are always trust-able mutually and frank to each other, and they will point out the pros and cons at the presence of each other, put forward their own opinions, discuss heatedly if it is possible and reach a consensus of the final revision. Traditional "teachers-revision-oriented" model has been shifted into "students-and -process-oriented" model. In this way, students always dare to "say" something because they have more confidence in fronts of their peers. They can experience, reflect mutually, collaborate, communicate with each other and their learning interests and curiosity can be greatly stimulated. With the mutual communication, students can spark the writing and cultivate the critical thinking abilities.

TABLE THREE:
MULTI-FEEDBACK IN THE WRITING PROCESS

	Brainstorming	First draft	Second draft	Product draft
Self-feedback		√	√	√
Teacher-student feedback			√	√
Peers feedback	√	√		
Oral feedback	√	√	√	
Face-to-face feedback	√	√		
Written feedback				√

C. Establishing Students' Writing Portfolio to Develop Students' Reflective and Analytic Abilities

Students' writing portfolio are the exercise books which record the whole course of students writing, including the pre-writing phase (brainstorming and group discussion), in-writing phase (the first draft, the peers feedback and self-feedback), and the post-writing phase (the second draft, teacher-student feedback and third draft). The whole writing course will be recorded to present students' performance of different phases, and students can recall and reflect ceaselessly their own works and review them on the basis of peers and teachers' feedback from the prospects of conception, organization, tone, logic and the coherence of the discourse planning, thus improving their critical thinking abilities.

With the portfolio, the evaluation of the students' writing shall be shifted accordingly. Formative evaluations are adopted in this way. Students' writing portfolio makes the formative evaluations possible, including students' participating in the group discussion in the class (30%), the performance of daily assignments (50%) and the outcome of the final examinations (20%). Among those elements, the performance of daily assignments for most part reflect students' true writing levels, for in the portfolio, students' whole writing process can be recorded.

In order to gain better effects of the portfolio, more instructors are always needed in the course of teachers' feedback. In our action research, we found that due to the time limitation and reliability of students on teachers, more instructors are needed at the first period of training. Teachers shall train students to view and revise the composition and encourage students to challenge the authority, thus forming the habit of revising the composition from the view of readers. Only in these ways can portfolio be maximally taken advantage of and students' critical thinking abilities can be simultaneously improved.

V. CONCLUSION

Combining the cultivation of critical thinking into the whole course of writing is of great importance in cultivating students' critical thinking abilities. In the pre-writing phase, brainstorming and mind mapping can effectively cultivate the students' critical thinking model; self-revision, peers-revision and the teacher's revision in the post-writing phase can help students view their own and peers' works from the view of readers, thus spotting the problem, solving the problems and enhancing the readers awareness. During the whole course, analytic abilities, critical thinking abilities and competence of solving problems can be greatly improved. Students shall learn to monitor their own writing process, reflect and analyze, cultivating the critical thinking abilities with the improvement of writing levels.

The above-mentioned are the rough suggestions drawn from our teaching experiences. It is well-known that the cultivation of critical thinking ability is a long process, which cannot be achieved overnight. Thus, to the English writing teachers, the awareness of critical thinking abilities shall be clung to in the designing the teaching process. Those targeted training enables students to acquire the cognitive skills of meta-cognitive strategy and critical thinking ability, and have the emotional characteristics of thinking ability, thus improving their thinking quality.

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Responses to the Greeting ‘How Are You?’ in Britain and America

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Abstract—This study compares the responses to the greeting “How are you?” (“HAY?”) in Britain and America. By using a database derived from the spoken corpora of BNC and COCA, this study aims to explore the universal and regional-specific features of people’s response to “HAY?”, including their wording and pattern choosing. Adopting Sacks’ (1975) notion of “value states”, the result shows that responding with “value states” is the commonest pattern to answer “HAY?”, and neutral responses are most frequently used. In terms of regional differences, British people respond to “HAY?” conservatively, using “not bad” to express “good”, while Americans directly use “good”. What’s more, British like to combine “value states” with thankings, while Americans use more reciprocity questions, reflecting British’s gentleness and American’s openness. Other response patterns and register differences are discussed in the article.

Index Terms—“How are you?”, responses, greetings, COCA, BNC, “value states”

I. INTRODUCTION

Greetings are universally common and simple speech communication pattern. They provide the means for opening and closing conversation appropriately, and for establishing, maintaining and negotiating social relationships. They are also linguistic routines that form part of the repertoire of politeness.

However, within this universally occurring phenomenon, greetings and replies vary with regional, social and cultural differences. Therefore, this study sets out to investigate the responses to the greeting “How are you?” in Britain and America and to examine the regional and register factors that affect the patterns of their responses.

This study to some extent fills the gap in research methods of greetings, since the previous works are mainly use enumeration methods (Firth 1972, Laver 1981), qualitative methods (Jeffery 1992, Duranti 1997, Roozbeh 2017) and discourse completion test (DCT) (Rehan, 2017). This study adopts a quantitative method, building a database derived from BNC and COCA, the most distinguished and representative corpus of British English and American English, thus providing readers a comprehensive and visualized impression of how people in Britain and America tend to respond to the greeting “How are you?” in certain patterns.

This study is organized around three major research questions:

- 1) What are the similarities and differences between British and American’s response to “HAY?”?
- 2) What if any patterns do the response to “HAY?” follow?
- 3) If patterns do exist, how can they be explained in terms of regional and register differences?

II. THEORETICAL BACKGROUND

A. Speech Act

Speech Act theory was originally introduced by John L. Austin in *How to Do Things with Words* in 1962, and later refined by John R. Searle, who proposed that there are just five basic kinds of action that one can perform in speaking, by means of the following five types of utterance:

- (i) representatives, which commit the speaker to the truth of the expressed proposition (paradigm cases: asserting, concluding, etc.)
- (ii) directives, which are attempts by the speaker to get the addressee to do something (paradigm cases: requesting, questioning)
- (iii) commissives, which commit the speaker to some future course of action (paradigm cases: promising, threatening, offering)
- (iv) expressives, which express a psychological state (paradigm cases: thanking, apologizing, welcoming, congratulating)
- (v) declarations, which effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra-linguistic institutions (paradigm cases: excommunicating, declaring war, christening, firing from employment)

Within this classification, greetings belong to the expressive genre. As he mentioned (1976), in performing an expressive, the speaker is neither trying to get the world to match the words nor the words to match the world; rather the truth of the expressed proposition is presupposed. For example, when saying the greeting form “Nice to see you”, the

speaker's purpose is neither to state the fact that you are here nor to let you be here, but to express his psychological state that he is happy to see you, and that seeing you is a nice thing for him.

Firth (1972) also states that a greeting sign is often represented as conveying information and/or expressing emotion—an announcement of presence and a statement of pleasure at someone's arrival. The emotional content of greeting signs performs the same function as the expressives.

B. Politeness

Greetings, as rituals (Goffman, 1971), conversational routines (Lavor, 1981), or politeness formulas (Charles, 1976), are characterized as a polite behavior. Its politeness can be shown in two aspects. On one hand, its function of establishing or maintaining relationships between speakers are seen as the recognition of the other person as a social entity, i.e. the recognition of one's "face".

"Face" is an important concept in Brown and Levinson's politeness theory. "Face", according to them, is the public self-image that every member wants to claim for himself. They distinguished two aspects of face:

(a) negative face: the basic claim to territories, personal preserves, rights to non-distraction -i.e. to freedom of action and freedom from imposition

(b) positive face: the positive consistent self-image or 'personality' (crucially including the desire that this self-image be appreciated and approved of) claimed by interactants. (Brown & Levinson, 1987)

Therefore, the refusal of a greeting to someone is threatening one's positive face. It can lead to the other part thinking whether he or she is not satisfied or approved of by the refuser, thus damaging their relationship. Charles (1976) conducted an informal experiment with his secretary by purposely not replying verbally to her "Good morning", in order to test the importance of politeness formulas in maintaining people's relationship. On the second day, he got strange looks not only from the secretary but from several other staff, and the air in the office is full of tension. Finally, he abandoned the experiment on the third day because he was afraid of the explosion and possible lasting consequences.

On the other hand, although greeting is a positive politeness behavior, it is highly heterogenous, because its usage depends on many factors, like social distance, relative power and social norms.

Regarding social distance, Lavor (1981) exemplified a diagram of the factors that constrain the polite choice of formulaic phrases of greeting and parting in British English. It shows that age and social status affect people's verbal greeting choices, from the formal "Good morning", the middle ones "Morning", "Hello", to the informal ones "Hi", "Hey" etc. However, this analysis is initial and needs further empirical work to amplify the conclusions.

Regarding relative power, at least in China, the two distinctive characteristics in greetings are the order of greeting and the use of addresses. In most cases, the inferiors (employees, students, the junior) will greet the superiors (employers, teachers, the senior) first, along with the address forms with the title, rank, sometimes with their family name, such as "Good morning, Professor Wang", "Nice to see you, Uncle Li", "Hello, Manager". While the superiors would usually give a short reply without addresses such as "Good morning", "Hi" or only in non-verbal forms like nodding, smiling, implying they have received the greeting.

As Coulmas (1981) mentioned, because greeting is a highly ritualized social behavior, as similar speech situations recur, speakers make use of similar and sometimes identical expression, which have proved to be functionally appropriate. Kuiper and Flindall's (2000) examination of formulaic language at the supermarket checkout perfectly proves this. They provide schemata for the initial greeting and subsequent information elicitation (that is, versions of "Hello", "Hi", "Giddy", "How are you?") for each of three checkout operators. In this special situation, the checkout operators repeated similar or the same greeting formulas in order to show warm welcomes to every customer without thinking hard what to say.

C. Previous Studies of "HAY?"

1. Goffman's concept of "access rituals"

Goffman (1971) regarded greetings as 'access rituals', and provided three kinds of responses to "HAY?"

(a) With reciprocity (if identificatory sympathy was involved)

A: "How are you?"

B: "Fine, thanks. And how are you?"

A: "Fine, thanks."

(b) Without reciprocity (e.g. in passing greetings)

A: "How are you?"

B: "Fine, thanks."

(c) Without answering

A: "How are you?"

B: "How are you?"

2. Sacks's study (1975): everyone has to lie

Sacks regarded "How are you?" as a "greeting substitute" that may replace or follow an exchange of greetings. HAY? can be answered in three "value states", i.e. positive ("Great"), neutral ("OK") or negative ("Lousy"). But when the truthful answer is a negative one, the interlocutor often chooses a neutral response instead. This is because negative responses always lead to a "diagnostic sequence" where the other participant asks why the respondent is not feeling

well. This may lead to some private matters and information which we do not wish everyone to have access to. Hence, Sacks draw a conclusion that since the question is not seen as intrusive and the burden of deciding how much to share is squarely on the respondent, people will at times have to lie.

3. Other previous studies of “HAY?”

Jeffery (1992) analyzed phatic processes in elderly people’s responses to a scripted “HAY?” opening in interviews about their medical experience. The result shows that the responses to “HAY?” hover between phatic and nonphatic acts of telling. Duranti (1997) adopted an empirical case study, comparing Samoan “Where are you going?” and American “How are you?” questions. Unlike Sack’s “everyone has to lie” statement, Samoan must answer the truth. Anna (2003) stated English “HAY?” as a conversational routine, something that is expected to be short and ‘good’ rather than long and ‘bad’.

Since abundant previous studies have analyzed the responses to “HAY?”, none of them adopts a quantitative method, looking at this issue in a macroscopic way. This empirical study uses a corpus-based approach by using BNC and COCA, the most distinguished and representative corpora of British English and American English, thus providing readers a comprehensive and visualized impression of how people in Britain and America tend to response the greeting ‘How are you?’ in certain patterns.

III. MATERIAL AND METHOD

This study employs the naturally occurring data from COCA and BNC spoken corpora and uses a corpus-based approach to analyze the responses to “How are you?” in Britain and America.

A. The Introduction of COCA and BNC Spoken Corpus

BNC: The British National Corpus (BNC) is a 100-million-word collection of samples of written and spoken language from a wide range of sources, designed to represent a wide cross-section of British English from the later part of the 20th century, both spoken and written. The latest edition is released in 2007. The spoken part (10%) consists of orthographic transcriptions of unscripted informal conversations (recorded by volunteers selected from different age, region and social classes in a demographically balanced way) and spoken language collected in different contexts, ranging from formal business or government meetings to radio shows and phone-ins.

COCA: The Corpus of Contemporary American English (COCA) is composed of more than 560 million words in 220,225 texts, including 20 million words each year from 1990-2017. Overall, the corpus is evenly divided between the five genres of spoken, fiction, popular magazines, newspapers, and academic journals. The spoken genre now has 118 million words. The data comes from the transcripts of unscripted conversation from more than 150 different TV and radio programs.

This study regards these two corpora as comparable for the following reasons:

(1) They are both large general corpora, representing samples of written and spoken language from a wide range of sources, thus representative enough of British English and American English.

(2) Although the two corpora’s major sources of the spoken data are different (BNC is from volunteers’ recorded conversation and other contexts; COCA is from radio and TV programs), their essence are similar: the speakers of each corpus are all monitored by cameras or recording devices, which affects their natural speech in the relatively same extent. However, some trivial stylistic differences still exist, which will be discussed later.

B. Creating a Database

1. The original version of database

Log in the website of BNC and COCA, search for the keyword “How are you?”, and choose ‘spoken data’, and the frequencies come out (in BNC: 165 hits; in COCA: 2698 hits). Limitations: this method can’t include the variants of HAY? like *How are you doing? How you doing*, etc.)

2. Set exclusion criteria (7 types)

To identify the greeting question “How are you?” and its response among thousands of hits accurately, several exclusion criteria need to be set up as follows:

1) “How are you?” doesn’t occur in greetings:

(SP:PS1KS) ¹I’ll see you later Neil. See you! (SP:PS1CX) Fine. How are you? (SP:PS1CY) See (SP:PS1D1) See (SP:PS1CY) you! (SP:PS1D1) you later Brett. (BNC)

2) The greeting or response are unclear:

(SP:PS05E) Hello. (SP:PS05B) How are you? (SP:KBHPSUNK) (unclear) (pause) Alright? (SP:PS05D) Alright? (BNC)

3) Metalinguage, talking about the act of greeting:

(SP:PS04U) I said why she said (pause) er she, he said ooh, she said oh hallo and he said erm hallo how are you? And she said I’m fine. (BNC)

4) “How are you?” has real meaning:

¹ The contents in the brackets stands for the number of the speaker in BNC

(1) caring about someone’s health (especially to patients): (SP:PS0JJ) *Come on, let's have a look at you then. (pause) How are you? (pause) Are you better? (pause)*

(2) Or checking one’s condition under emergencies= “Are you OK?”: (SP:PSOLK) *(laughing) Ooh (SP:KD8PSUNK) How are you ? (SP:PSOLK) (unclear) I couldn't hear you shout (BNC)*

5) There are more than two speakers:

LARRY KING²: *Tazewell, Virginia. Hello. 2nd CALLER: Tazewell, Virginia Hello, Governor Alexander, how you doing? LAMAR ALEXANDER: I'm pretty good. How are you? 2nd CALLER: Tazewell, Virginia Doing great, sir. It's an honor to talk to you. (COCA)*

6) The speaker has no intention to get a response from asking “How are you?”:

DEAN-CAIN# *Hi, Molly. How are you? Before we tell you what you've won-- wait, I'm sorry, you're good. (COCA)*

7) The speakers can’t be identified:

Please welcome Jason Schwartzman and Adam Scott. I love you. I love you. How are you? Hello, how are you? (COCA)

3. The final version of the database

Based on the exclusion criteria, the number of results from BNC reduces from 165 to 101. Because of the huge differences between COCA and BNC in the original numbers of “HAY?”, and for the sake of the comparability of two databases, so first by using systematic random sampling method, the author chooses 200 results. After meeting the exclusion criteria, the remains are again under systematic random sampling, and 100 of them are chosen. Therefore, the final version of the two databases are: BNC 101 results; COCA 100 results.

IV. RESULTS

From the database, in total 6 types of responses to “How are you” are found. They are: respond with “value states”, respond with reciprocity questions, respond with other greeting forms, respond with other thanking/compliment forms, respond with detailed description and no reply.

Some terminologies in the response types need to be explained. In Type 1, “value states” originates from Sack’s (1975) conception, i.e. short answers for speakers to evaluate their states, such as “fine”, “ok”, “great”, etc. In Type 2, “reciprocity questions” refer to Goffman’s (1971) examples that are used to respond to “HAY?” such as “How are you?”, “And you?” and the like, to show a mutual concern between the greeters. In Type 3, “other greeting forms” derives from Firth’s (1972) classification of greetings, including interjection forms (“Hello”, “Hi”, etc.) and affirmation forms (“Good morning”, “Good day”, etc.). Question forms (“How are you?”, “How do you do?”) are defined as reciprocity questions in this study, so this genre won’t be used. In Type 5, “detailed description” means answering “HAY?” with personal information and not regarding “HAY” as a ritual.

The following Table 1 shows the general classification of responses to “HAY?” in BNC and COCA. Figure 1 and 2 demonstrate the proposition of each response type in BNC and COCA respectively.

TABLE 1.
THE RESPONSE TYPES OF HAY? IN BNC AND COCA

Response types	BNC	COCA	Total
1 Respond with “value states”	90	70	160
2 Respond with reciprocity questions	3	4	7
3 Respond with other greeting forms	1	15	16
4 Respond with other thanking /compliment forms	0	4	4
5 Respond with detailed description	1	0	1
6 No reply	6	7	13
Total	101	100	201

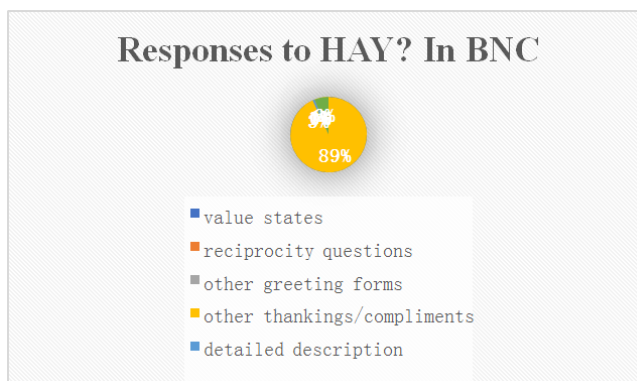


Figure 1. Responses to HAY? in BNC

² The name in all capital letters stand for the speaker in COCA

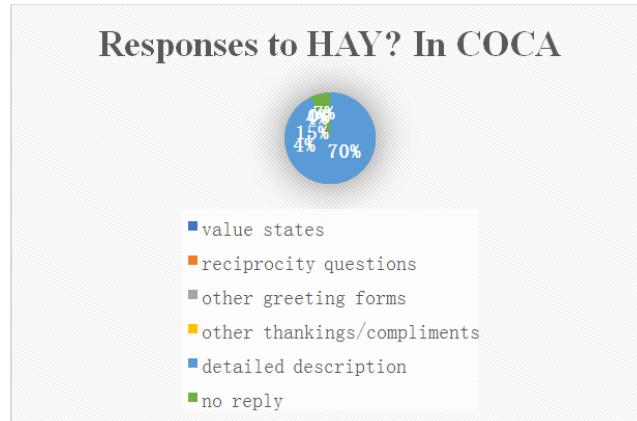


Figure 2. Responses to HAY? in COCA

Among them, the most common one is Type 1, i.e. responding with “value states”, accounting for 89% and 70% in British and American’s response to “HAY?”. Therefore, in the next section, this study will mainly focus on the types and frequencies of “value states” in each corpus respectively.

A. Responses with “Value States”

1. Preferences for “value states”

This study adopts Sack’s three-fold division of “value states”, i.e. positive, neutral and negative responses to “How are you?”. Also, there exists a response “down the other end again”, which is counted as unsure. The adjectives found in the database are as follows:

- (1) Positive: awesome, terrific, great, very/real+ well/good, jolly good
- (2) Neutral: fine, not bad, not too bad, alright, all right, good, well, okay, OK
- (3) Negative: tiered
- (4) Unsure: down the other end again.

The preferences of “value states” in Britain and America are shown in Figure 3 and 4.

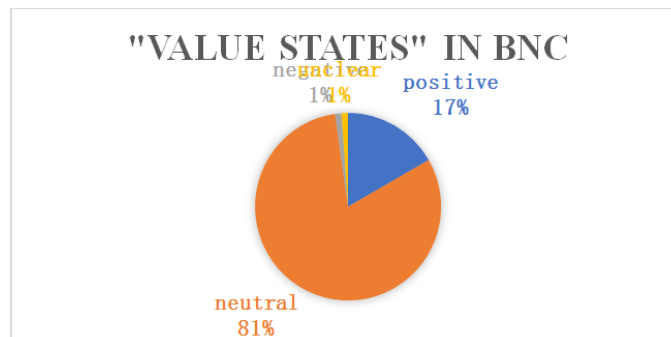


Figure 3. “value states” distribution in responding “HAY?” in BNC

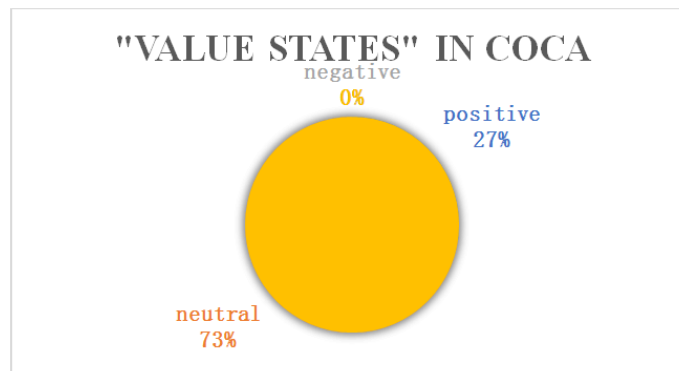


Figure 4. “value states” distribution in responding HAY? in COCA

From the data we can see, both British and American people tend to use more neutral responses than positive ones, and they barely respond negatively. This result conforms to Sack’s “everyone has to lie” conclusion, for people don’t want to go on a “diagnostic sequence” by giving a positive or neutral rather than negative answer, for the sake of time saving and privacy protecting. However, more positive answers are found in American people’s answers, while British

people are likely to answer conservatively and neutrally.

2. Word preference in each “value state”

Within each “value state”, the preferences of words when answering “HAY?” are also different in Britain and America. The following tables show the word lists of “value states” and their respective frequencies in BNC and COCA.

TABLE 2.
WORD LIST OF “VALUE STATES” IN BNC

Positive	Frequency	Neutral	Frequency	Negative	Frequency	Unclear	Frequency	Total
Very well	13 (14.4%)	fine	30 (33.3%)	tired	1 (1.1%)	Down the other end again	1 (1.1%)	
Very/jolly good	2 (2.2%)	Alright/all right	29 (32.2%)					
		Not bad/ not too bad	7 (7.8%)					
		Okay/OK	4 (4.4%)					
		Well	1 (1.1%)					
		Good	1 (1.1%)					
		lovely	1 (1.1%)					
Total	15 (16.7%)		73 (81.1%)		1 (1.1%)		1 (1.1%)	90 (100%)

TABLE 3.
WORD LIST OF “VALUE STATES” IN COCA

Positive	Frequency	Neutral	Frequency	Negative	Frequency	Unclear	Frequency	Total
great	9 (12.9%)	Good	26 (37.1%)		0 (0%)		0 (0%)	
Very well	7 (10.0%)	fine	20 (28.6%)					
real good	1 (1.4%)	Well	2 (2.9%)					
awesome	1 (1.4%)	Okay/OK	2 (2.9%)					
terrific	1 (1.4%)	Alright/all right	1 (1.4%)					
Total	19 (27.1%)		51 (72.9%)		0 (0%)		0 (0%)	70 (100%)

Comparing these two tables, some similarities and differences of the word lists of “value states” in responding to “HAY?” in Britain and America can be found. People in both countries use “fine” frequently as a neutral response, accounting for 33.3% and 28.6% respectively. They also both use “very well” to express a positive response, accounting for 14.4% and 10.0% respectively.

What’s more, there are also distinct phenomena in the responses to “HAY” in Britain and America. In Britain, besides “fine”, another frequently used response to “HAY?” is “alright/ all right”, which takes up 32.2% among the “value states” responses. Another unique response to “HAY” in Britain is “not bad/ not too bad”, which appears 7 times in BNC but none in COCA. Contrary to British’s “not bad”, Americans tend to use more direct way like “good” or even “great” to express the same meaning, i.e. fairly good or satisfactory³.

3. Pattern preferences of responses with “value states”

After discussing the “value states” in responding to “HAY?”, it’s time to deal with the response patterns. The word “pattern” means a particular way in which something is done, is organized, or happens, so in this study, response patterns to “HAY?” mainly focus on answers which include “value states”, which appear alone or combine with other strategies such as thanking, reciprocity questions, etc. Among 90 and 70 responses to “HAY?” which include “value states” in BNC and COCA, four types of response patterns are found. They are: “value states” alone, “value states” plus thanking, “value states” plus reciprocity questions and “value states” plus both thanking and reciprocity questions. Their distributions are shown in the following table.

TABLE 4.
RESPONSE PATTERNS TO “HAY?” IN BNC AND COCA

Response patterns with a “value state”	BNC	COCA
“value states” alone	43 (47.8%)	48 (68.6%)
“value states” + thanking	25 (27.8%)	4 (5.7%)
“value states” + reciprocity question	14 (15.5%)	16 (22.9%)
“value states” + thanking+ reciprocity question	8 (8.9%)	2 (2.8%)
Total	90 (100%)	70 (100%)

According to Table 4, In both Britain and America, the majority of people answer “HAY?” only with “value states” alone, like “fine.” or “I’m fine.” However, British people tend to use more thankings like “Fine, thanks.”, while Americans use more reciprocity questions like “Good. How are you?” This phenomenon more or less reflects British people’s gentleness and American’s openness.

B. Response without a “Value State”

³ <https://dictionary.cambridge.org/dictionary/english/bad?q=not+bad>

There are still 11% in BNC and 30% in COCA of cases in which people don't use a "value state" to answer "How are you?". They are composed of responding with reciprocity questions, responding with other greeting forms, responding with other thanking /compliment forms, responding with detailed description and no reply.

TABLE 5.
RESPONSE PATTERNS TO "HAY?" WITHOUT A "VALUE STATE" IN BNC AND COCA

Response patterns without a "value state"		BNC	COCA
1	Respond with reciprocity questions	3 (27.3%)	4 (13.3%)
2	Respond with other greeting forms	1 (9.1%)	15 (50.0%)
3	Respond with other thanking /compliment forms	0 (0.0%)	4 (13.3%)
4	Respond with detailed description	1 (9.1%)	0 (0.0%)
5	No reply	6 (54.5%)	7 (23.4%)
total		11 (100%)	30 (100%)

Similarities and differences can also be found in the comparison above. Similarities are: firstly, both British and American people answer "HAY?" only with reciprocity questions like the following examples.

(SP:PSIEV) *hello, how are you?*

(SP:PSIER) *How you keeping?*

(BNC)

VIRGINIA LONGWORTH: *Hi, Bob*

SHOPPER: *Hi, Virginia, how are you?*

VIRGINIA LONGWORTH: *How are you?*

(COCA)

In this case, as Goffman (1971, p.81) mentioned, "the oft-remarked fact that when A asks B how he is feeling, the questioning is not to be taken literally; a question is not being asked, a greeting is being extended". "How are you?" is not regarded as a question but just a form of greeting, so to answer "How are you?" with "How are you?" is semantically wrong, but pragmatically unproblematic, for this dialogue is still a greeting-greeting pair.

Secondly, nearly no one answer "HAY?" in detailed description. Only one case occurs in BNC:

(SP:PSOBL) *Hi.*

(SP:PSOBL) *Hello*

(SP:PSOBL) *How are you?*

(SP:PSOBK) *Our heating's working again so it's bliss, absolute bliss (pause) and lovely.*

(SP:PSOBL) *It's nice.*

The speaker K answers speaker L's "HAY?" in detail with his heating system, which works again and makes his life "absolute bliss and lovely". From the context we can see that speaker K regards "HAY?" as a real question and answers it with detailed information, while speaker L doesn't expect his answer in that way, so he just ends with a short comment "it's nice."

Thirdly, several people would not reply to "HAY?" in both two countries. Two reasons can explain it. On one hand, as a "greeting substitute", "HAY?" very often follows other greeting forms such as "Hello" and "Hi", so people can choose not to respond to "HAY?" if they have responded to "Hi". On the other hand, it's resulted from the register. In COCA, the conversations all come from TV or radio programs, which has a theme or topic, so under the time limitation and the force to get to the point, some "HAY?" posted by the guest are neglected by the host, like the example shows:

SAVANNAH-GUTHRIE (the host): *All right, Miss Fabulous. Krista Barnett, come on out. Let's hear it. Hello, good morning.*

KRISTA-BARNETT (the guest): *Hello. How are you?*

SAVANNAH-GUTHRIE: *Tell us about your product.*

Differences also exist in the responses to "HAY?" without a "value state". The most obvious one is the numbers of responding to "HAY?" with other greeting forms. In this database, Americans use more "Hi" to respond to "HAY?", with 9 times in COCA compared with 1 time in BNC. This can be explained by Charles's (1976) finding that since 1930s it has been possible to observe the weakening from "How are you?" to "Hi!" in American English. The full form "HAY?" first alternated into "Hiya!", and then changed into "Hi!". Therefore, when answering "HAY?", it is possible that Americans would use more "Hi!" than British.

Register differences also result in several differences. Since most of the conversations in COCA take place in studios, language usage is more formal, so people sometimes respond to "HAY?" with more formal greetings like "Good morning" or "Nice to see you". Also, in COCA, people will respond to "HAY?" with thanking or compliment forms like "thank you for having me" or "I like your show very much", which doesn't occur in BNC, because these replies will only occur in TV or radio interviews rather than private conversations.

V. CONCLUSION

This study aims to explore the responses to the greeting "HAY?" in Britain and America. By exploiting two representative corpus BNC and COCA, this study draws several significant conclusions:

Firstly, responding "HAY?" with "value states" is the commonest way in both Britain and America. Among the

“value states”, neutral responses like “fine”, “good” are more frequently used than positive responses, and nearly no one answers negatively. However, people in different regions have different preferences for words to express the same “value state”. In Britain, people choose “alright/ all right” and “not bad/not too bad” to express “good”, while in America people directly use “good” or “great” to express the same meaning.

Secondly, certain patterns are found in the responses to the greeting “HAY?”. If people respond with “value states”, there are four response patterns: “value states” alone, “value states” plus thanking, “value states” plus reciprocity questions and “value states” plus both thanking and reciprocity questions. Regional differences also affect people’s response patterns. British tend to use more thankings, while Americans use more reciprocity questions. Also, responding reciprocity questions to “HAY?” or offering no replies exist in both countries if people think it as insignificant.

Finally, register differences also affect people’s responses to greeting “HAY?”. Especially in COCA, the conversations all happen in TV/radio programs, whose contexts are more formal and more purposeful, so people will use more formal greetings like “Good morning” or “Nice to see you” to respond to “HAY?” and sometimes the host will not respond to the guest’s “HAY?” and go on to the topic directly.

This study still has several limitations. First, its database is still too small. To analyze a whole country’s language usage and reach a relatively precise conclusion, more data needs to be collected. Second, the two corpora used in this study are not compatible enough. The spoken data in BNC mainly consist of volunteers’ recorded conversation, while those in COCA come from TV/radio programs. This discrepancy weakens the comparability of the two corpora, thus influencing the accuracy of the conclusion.

However, this comparative study uses an empirical approach and quantitative view to systematically analyze people’s responses to the greeting “How are you?” in Britain and America. Under this universal and simple social behavior, several differences are found in people’s wording and pattern choosing, to a certain extent reflecting British’s gentleness and American’s openness. More empirical researches need to be taken to testify the conclusions in this study.

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A Panoramic Evaluation of Literary Texts in Preparatory Students' English Text Books

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Abstract—Learning language through literature has got a great emphasis in foreign language class room since the use of literary text as a resource for teaching macro and micro skills is very popular within the field of language learning. Literary texts increase the learners' proficiency of integrated language learning as they enable the learners to apply all macro and micro skills. Of the issues to be considered, the contents, their levels of difficulty, their diversity and the appropriateness of the tasks designed based on the contents. This study evaluated the literary texts in preparatory students English text books. Based on the objectives of the study, both qualitative and quantitative research method was employed. The result of the study indicated that the most of the literary texts are above the language competence of the students and the teachers. Teachers strongly affirmed that they have faced to understand the literary texts' language. The literary texts are not considering the students' cultural background since almost all of the texts are written by foreign in a foreign context. Moreover, the majority of the literary texts are not related with the unit topic of the book. Using the literary materials in language class, therefore, should take into account the students' need, motivation, interests, cultural background and language competence.

Index Terms—panoramic, evaluation, literary text, text book

I. INTRODUCTION

A. Background

English, being an international language, has a pivotal significance in disseminating knowledge skills and attitudes to both teachers and students at all levels. In Ethiopia, on top of being taught as a subject in its own right at all grade levels, English has been used as medium of instruction in secondary schools and higher education institutions. This makes English Language learning and teaching in the country needs a serious attention due to such reasons.

Of the inputs needed to teach and learn languages, including English, literature is one. Literature is a primary material of teaching a target language, providing authentic and real contexts of communicative situations. It also provides the pleasure of learning a new language with and through interesting stories. Students can extend their knowledge and experience of the world by interacting through literature. A language teacher could encourage students to make discourses in literature to extract their own meanings, bringing their experiences into play. Instead of being forced to perceive a text only the teacher's way, students will explore it in light of their experiences. Literature also shows students new ways to view the world around them by constructing meaning from the text (Mohammad, Amir \$ Rahimi, 2012).

Learning and teaching language through literature is, therefore, worth pondering over for both language teachers and language teaching material developers (Sage 1987). Incorporating literary text in language class room has got attention due its richness, variety and stimulating power for language learners. This would mean that a literary text stimulates imagination of the learners, offers specimens of authentic use of language and provides ample opportunities for discussions of the issues which are conveyed in the given texts. It increases students' personal involvement in the learning process and bridges the gaps between the cultures and makes them familiar with the norms and behaviors of the people of the target language. Thus, the use of literary text in language class can act as a means of cultural enrichment. It helps the learners get familiar with the socio-political backgrounds of a target language; it makes them understand how communication works in a particular community. This broadens their horizon of understanding the common human nature (Nellufar, Abul, Kalam, \$ Jannatul, 2011).

Since literature and language are closely related, the use of literary text as a resource for macro and micro skills (is very popular within the field of language learning and teaching. In line with this, McKay (1982) argues that, in literary works, the rich context helps increase the awareness of the students about language use. Literary texts increase the learners' proficiency of integrated language learning because they give opportunities for the learner to utilize all macro and micro skills together.

Similarly, Kramersch (1993) argued that reading could be perceived as the interaction between readers and the text; the reader should be willing and motivated to read. Creative literature, therefore, can be considered as a tool for motivating

the learners of language. The improvement of reading proficiency leads to achievement in academic and occupational goals. As the same time, it develops tolerance for cultural differences and promotion of creativity in the students. As result of reading literary texts, the students can access information about historical and cultural values of the world.

In recent years, the role of literature is taken as a basic component and source of a language curriculum. This is one of the reasons that many teachers consider the use of literature in language teaching as an interesting and worthy concern (Sage 1987). Collie and Slater (1990) suggested four main reasons which attracts language teacher to use literature in the classroom. Frist reason is that literature is authentic material. Another reason is that literary material can be a source of language teaching due its cultural enrichment and language enrichment. Moreover, it increases the personal involvement of the learners. In addition to these, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors which make literature a powerful resource in a language classroom context.

As mentioned above, many scholars suggested that literary text give ample of benefits for students. The texts help the students to identify the syntactic structure between written and spoken discourses. Besides, it enables the students to increase their word power of the target language. Based on its abundance benefits of the learner, incorporating literary text in language teaching is a worthy criterion.

The previous Ethiopian curricula of all grade levels were much blamed for being teacher-centered. The Ethiopian new education system claims to have made a shift to a learner centre approach. The main task of modern educationists and educational institutions, including those working on language, should accordingly be shattering the traditional notion in which students view teachers as the sole keepers and deliverers of knowledge; it shall not only brainwash the students but also train them on how to learn more by themselves.

The new preparatory English text books contain different genres of literary text in contrast to the previous rule- based (grammar-focused) texts. These literary texts, if wisely selected and exploited, could both shape students thinking and develop their language competence. They should thus be assessed depending on certain established criteria of language material evaluation.

B. Statement of the Problem

Though literary texts are very essential for language teaching, it is very important to consider the types of text in term of content, culture and language difficulty. When we select literary texts to be used in language classes, we should take into account students' motivation towards the selected text, cultural background and language competence. Moreover, a prominent factor to take into account is that the selected text should stimulate the learners' interest since learners invest their time on reading literary texts; thus the texts are more likely to have a long-term and valuable effect upon the learners' linguistic and extralinguistic knowledge when it is wisely and meaningfully constructed. Language difficulty has to be considered as well in selecting the texts if the language of the literary work is simple, it may facilitate the comprehensibility of the literary text by the learners; however, this is not the most crucial criterion. In addition, material developers consider as a prominent criteria are interest, appeal, and relevance of the texts. If the material is enjoyable enough, it offers a fresh insight into issues felt to be related to the learners' concerns and other relevant issues need to be assessed to judge if a literary material is proper for any grade level under consideration (Collie and Slater 1990).

In Ethiopia, students' text books are prepared by the Federal Minster of Education and teachers teach using these prescribed materials. This is the case with preparatory students' English texts as well. It is simply a matter of chance for the text books to be palatable and constructive to the teacher and the students or not. It is therefore important to scrutinize the text books in general and the literary materials in particular in line with acceptable frames of evaluation. Of the issues to be considered are the contents, their levels of difficulty, their diversity and the appropriacy of the tasks designed based on the contents. Literary texts in current preparatory school English text books yield themselves for a panoramic study based on such criteria. The following research questions are sorted out to assess the literary materials in the books:

- are the language levels challenging only sufficiently?
- are the literary materials culturally appropriate to the learner?
- are the materials exploited?

C. Objectives

As a general objective, the study aims to make a panoramic Evaluation of Literary Texts in Preparatory English Text Books.

The specific objectives of the study are the following:

- To assess literary text's language level
- To evaluate the cultural appropriacy of the literary materials
- To assess the relevance of the text with unit topic

D. Significance

The researchers believe that the study has different importance. Primarily, the findings of the study will be used for policy makers. Policy makers will use the result to take reforms on English text books. Text book designers will use the

finding as an input. Furthermore, English teachers will be benefited from the finding of the study. Besides, the study will serve as a stepping stone for those who have an interest to conduct further study in this area.

E. Scope

This study focused on literary texts in preparatory English text books for grade 11 and 12. The study was made only at Debre Markos preparatory school. Constraints of time and resource have forced the researchers to limit their scope to two grade levels and see the issue in focus just at one school.

II. LITERATURE REVIEW

Why Use Literary Materials in Language Teaching?

The uses of literary texts in the language classroom and in second language education are numerous. Literature and language teaching have not separable because directly or indirectly the language teacher utilizes literature in language classroom due to its resourcefulness and suggestiveness. Many scholars are advocating that using literature in language class is a best way of teaching the target language.

Literature, therefore, is unquestionably useful in the development of the four language skills. Afolayan (1972) argues that it is “unthinkable that a second language should be taught alone in the pure state as it were without literature. Language is a scheme, a mould whose substance is either Literature or Civilization, (p.27)”. This argument depicts the strong integration of teaching language and literature as it is a means to manipulate the target language in the actual classroom. Similarly, Palmer (1968), in line with the methodological aspect, states that literature is the application of linguistic science and not the science of language itself.

In broad sense, of the demand of teaching language in the class along with linguistic benefits, exposure to literature stimulates learners to reflect their feelings, assumptions and beliefs regarding to the concepts which are stated in the materials. Provided that, learners able to recognize real life problems, explore causes and solutions, and compare their values and life styles with other cultures (Aly, 2012). Furthermore (Sii, Mee, & Chen Siew, 2016) in the curriculum, in which the aim of English as a subject in school is not only used for academic purpose but also it enables to understand the social environment and the cultural aspects in which they are living through. From the above express, we can understand that literature has a remarkable significance for the students in language class as it is inclusively used to learn the target language and life experience from the world environment. The status and benefit of literature in language class is discussed by many scholars. Among these, (Lazar, 1993; McKay, 1982; Widdowson, 1984) put their arguments on essentiality of literature in language class as it is the way to facilitate the development of language proficiency as well as cultural awareness of the learners.

McKay (1982) claims that one of the most important contributions of using literature for language teaching purposes is that “literature presents language in discourse” (p.530), which will exemplify why a specific language form should be used in the actual practice. This may contribute to the development of students’ language awareness. Likewise, (Roe and Ross, 2015) point out that literary texts provide language models such as sentence structure, standard story structure, and new vocabulary to students; it also literary texts can help students to activate imagination and develop their emotion. They believed that literary texts foster students’ reading proficiency, promoting tolerance for cultural differences, and leading the students to be more creative. The literary texts help the students to develop basic English skills, for example, if the student gets the opportunity of listening the literary materials when read aloud by the teacher or students, he/she will be motivated to discuss on literary texts. The student speaks when he acts in the plays in actual practice, read poems and messages and when he is encouraged to participate actively in literary discussions if the literary texts are impressive.

In addition to the above benefits, literary texts enable the students to gain new perceptions of other cultures and societies through literary texts (Babae and Yahya, 2014). Lastly, literary texts can be taught to promote students’ critical reading and thinking skills in the EFL classroom (Kohzadi, Azizmohammadi & Sanadi, 2014). In this context, if the students have exposure to fine literary texts, they can develop a long-lasting appetite of reading that is used as an input to learn other language skills.

Considering its importance, selecting literary text demands critical attention. Selection of reading materials is very important for teaching the skills of critical reading in an EFL classroom (Mokhtari, 2014). Teachers should carefully select reading materials which can benefit EFL students in enhancing their critical reading skills.

III. METHODOLOGY

A. Study Design

This research was both qualitative and quantitative.

B. Study Population

English teachers who were working in the study area, teaching the specified grades and subject, along with their students were taken as a source population for this study.

C. Sample Size Determination

Due to the manageability of their number, all literary materials in preparatory English text books and all preparatory school English language teachers were taken for the study. In addition, 385 samples were taken out of **1770** students in both grade levels. To determine the sample, the researchers used single population proportion formula. Based on this method, the following assumptions were taken.

$$n = \frac{(p* q) x z^2}{w^2} \quad \text{Where;}$$

$$Q=1-P$$

$$Q=0.5$$

$$W=0.05$$

$$385$$

D. Sampling

The researchers used simple random sampling method to select sample students. As a sample frame, the students' attendance list was used. 385 samples were taken in proportion with the number of classes and students. This method was free from bias and it gave equal chance for each student to be selected.

E. Data Collection Instruments

The quantitative data was collected from the students through questionnaire. Besides, focus group discussion (FGD) was used to collect the qualitative data. The FGD is important to make genuine and face to face discussions with the subject teachers who are the primary implementers of the curriculum. The researchers developed a better rapport to make informative professional discussions on the pros and cons of the materials under study. The FGD were held two times. This was triangulated with the quantitative data which was collected through questionnaire. This may be minimizing the risks of shyness and secrecy that face to face methods may pose.

F. Data Processing and Analysis

The qualitative data was grouped in to several thematic areas which support the quantitative findings. In addition, the quantitative data was entered with EPI-data version3.1 software and it was analyzed by using SPSS version 20. Frequency, percentage, and tables were used to present quantitative data. The qualitative data were grouped and discussed in line with the quantitative data.

IV. DATA ANALYSIS AND DISCUSSION

Literary texts are ample of benefits to the students. Among these, the respondents 153(45.9%) indicated that the literary texts used to increase word power. It means that the literary texts inserted in the text book enable the learners to develop their word power. The increment of the learners' word power has some sort of importance on the learners understanding skill of the text. Along this, the learners have exposure to new concepts and they can easily contextualize the new terms. They go beyond since they are familiar with the new words via the literary texts. Thus, they may not face word difficulty.

In addition, 90(27%) of the respondents confirmed that literary texts are used to develop reading skills. Since reading is the daily practice of the students, the literary texts become the habit of the learners. Reading and discussing literary texts are central to the teaching and learning practices of language because large proportion of class time is devoted to small group discussions or reading the literary texts incorporated in text. Therefore, it is very interesting to assess the literary texts in terms of manageable difficulty, interesting to the learners and relation to the unit. Accordingly, the texts are discussed below in different sub topics.

A. Text Difficulty

Text difficulty in this context refers to the relationship between the students language competence and the language level of the text. Literary texts utilized in accordance with the context in which they were written. But the difficult task is identifying their context.

Based on the linguistic and stylistic level of literary the texts

No	Literary texts	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Frequency	Percent	Frequency	Percent	frequency	percent	frequency	percent	Frequency	Percent
1	The au anthem	41	12.3	73	21.9	96	28.8	61	18.3	30	9
2	Oweka learns a lesson	29	8.7	75	22.5	57	17.1	117	35.1	23.9	6.9
3	Night of a scorpion	40	12	77	23.1	54	16.2	83	24.9	47	14.1
4	Operation rhino	52	15.6	58	17.4	52	15.6	97	29.1	42	12.6
5	mingual street	35	10.5	73	21.9	58	17.4	87	26.1	48	14.4
6	-Tale of a tap	20	6	89	26.7	64	19.2	81	24.3	47	14.1
7	the African child	4	1.2	54	16.2	57	17.1	73	21.9	22	6.6
8	Why old woman limps	36	10.8	43	12.9	67	20.1	119	35.7	36	10.8
9	The narrow path	31	9.3	58	17.4	76	22.8	77	23.1	59	17.7
10	Building the nation	12	3.6	31	9.3	62	18.6	79	23.7	26	7.8
11	Vultures	18	5.4	38	11.4	35	10.5	84	25.2	35	10.5
12	The money order	4	1.2	57	17.1	39	11.7	82	24.6	28	8.4
13	Total		30.5						69.5		

The above literary texts in the table are only found in grade 11th students text books. These literary texts are found in different units of the texts. Accordingly, the texts are treated in terms of liker scale. Based on the students response on the manageability of the literary text, 'the AU Anthem', 96(28.8%) of the respondents are neutral on the manageability of the students. On the other hand, 73(21.9%) of the respondents agreed on the manageability of the text; for them the text is manageable in terms difficulty with their educational level. The second text is 'Oweka learns a lesson'. The respondents 117(35.1%) stated that they are not agree with the manageable difficulty of text 'Oweka learns a lesson'. Since the majority of the respondents disagree with manageable difficulty of the text, it is beyond their capacity, or it is beyond their language competence level. Along this, 57(17.1%) of the respondents are neutral with the question manageable difficulty of the text. But 29(8.7%) and 77(22.5%) of the respondents strongly agree and agree with manageable difficulty of the text respectively. The statistical proportion of the respondents indicated that majority of the respondents faced with difficulty of the text since it is not manageable for them. This might be due to unable to understand the text fully when the read it because of language and cultural barriers that existed between the student and the text. Since all most all of the texts are written in foreign language, they may not be related with the learners' culture along with language difficulty.

Similarly, grade 12th students responded on the relationship between literary texts and the unit topics of the book are unrelated. Of which, 77(23.1%) 59(17.7%) of the respondents stated that they did not agree on the manageable difficulty of the text.

In line with this teachers strongly affirmed that the literary texts are not manageable to the learner even for them. Although, the degree of difficulty varies from text to text, they are so difficult to understand the language and the subject matter of the text.

Under the unit title 'Traditional and Modern Medicine' the literary text incorporated is '*Night of a scorpion*'. As stated on the above table no.3, the text is not manageable for some of the respondents as 83(24.9%) and 47(14.1) of the respondents disagree and strongly disagree with text's manageable difficulty respectively.

On the other hand, 77(23.1%) and 40(12%) of the respondents agreed and strongly agreed with manageable difficulty of the text respectively and 54(16.2%) of the respondents have neutral position with this text. For text '*Operation Rhino*', 97(29.1%) of the respondents disagreed on manageable difficulty of text. Besides, 42(12.6%) of the respondents strongly disagreed with manageable of the text, '*Operation Rhino*'; whereas, 58(17.4%) and 52(15.6%) of the respondents agreed and strongly agreed with manageability of the text respectively. Similarly, respondents 87(26.6) and 48(14.4%) disagreed and strongly disagreed the manageable text, '*-mingual street*' respectively. Nevertheless, 73(21.9) and 35(10.5%) of the respondents agree and strongly agree with manageable difficulty of this text. As the data shows, most of the respondents confirmed that this text is challenging to them. The material may be difficult due to language, content and cultural barriers with the learners. The learners' language competence has its own impact on their understanding skills of the content of the text.

Based on the majority of the respondents' response, the language of the literary text is alien for the learners and they could not understand them. Accordingly, the language of a literary text helps students to integrate the language and make meaningful interpretations. In in contrast to this, the language of literary texts in preparatory English texts books are not suitable to the students. The texts are the more unfamiliar and advanced may decrease the students' engagement with designed tasks since they may rely too much on the teacher to paraphrase, clarify and explain the contents. Moreover, the teachers were asked to respond their view about the language level of the literary texts. Among them, one of the teacher said that "even myself as a teacher could not understand the language in which it is utilized in the texts". Besides, another teacher added that (however I believe that literary texts are one instrument of teaching language, I do not use them in the class since the language structure as well as the vocabulary are new to me; I simply skip them and I sometimes attempt to paraphrase those are written in the prose form. The students also become silent when I order them

to read poetry and they are not eager to do tasks". Almost all of preparatory teachers suggested that the language difficulty is one of the challenges to interpret and explain the contents of the texts. The texts demand both the teachers and the students' literary background. As the participants stated, the students low language competence and the high level difficulty of the language prevents the students from being vocal to express their ideas and feelings.

In general, the teachers strongly affirmed that the literary texts are not manageable to the learner even for them. Although, the degree of difficulty varies from text to text, they are so difficult to understand the language and the subject matter of the text.

B. Charming Levels of Texts

Incorporating the literary texts in language class is to stimulate the students and increase their involvement in learning language because it provides meaningful and memorable context for processing and interpreting new language.

No	Literary texts	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Frequency	Percent	Frequency	Percent	Frequency	percent	frequency	percent	Frequency	percent
1	The au anthem	30	9	38	11.4	56	16.8	103	30.9	74	22
2	Oweka learns a lesson	31	9.3	58	17.4	76	22.8	77	23.1	59	17.7
3	Night of a scorpion	48	14.4	58	17.4	92	27.6	76	22.8	27	8.1
4	Operation rhino	31	9.3	70	21	56	16.8	82	24.6	62	18.6
5	-mingual street	20	6	36	10.8	105	31.5	93	27.9	47	14.1
6	-Tale of a tap	48	14.4	58	17.4	92	27.6	76	22.8	27	8.1
7	-the African child	21	6.3	61	18.3	61	18.3	99	29.7	59	17.7
8	Why old woman limps	59	17.7	57	17.1	67	20.1	52	15.6	62	18.6
9	The narrow path	18	5.4	46	13.8	43	12.9	50	15	53	15.9
10	building the nation	10	3	23	6.9	76	22.8	55	16.5	46	13.8
11	Vultures	4	1.2	63	18.9	50	15	55	16.5	38	11.4
12	The money order	13	3.9	37	11.1	57	17.1	74	22.4	25	7.5
13	Total	333	8.325	605	15.12	831	20.76	892	22.3	579	14.45

A total of 103(30.9%) respondents disagreed that on the text *The AU Anthem's* interesting to the learners. These respondents did not enjoy the text. Furthermore, 74(22%) of the respondents out of 301 strongly disagree that literary texts which are inserted in preparatory English text books on the text's interesting to the learner, students. Thus, more than half of the respondents did not enjoy the literary text since it is not attractive to them. As literatures support that literary text which are used in language teaching should be interesting to the learners. Though the text should be means to motivate the learners, the text is not pleasing the respondents. One target of incorporating literary text is to increase social and personal involvement with enjoying the students even if the majority of the respondents could not find the text interestingly.

The result of the study was summarized into two groups based on texts' interestingness or not to the learners. The respondents' average response for each item indicates that most of the respondents don't agree on the texts' attractiveness to the learners since 57.56% of the respondents did not find the literary text pleasant or enjoyable to them. Only 23.44% of the respondents found the text interesting to them. As collie and Slater (1990) pointed out that text selection should be given careful attention. They suggested that the text selection must be depended on each particular group of students' motivation, cultural background and language proficiency. Based on the suggested criteria, texts in preparatory students' text books were prepared without considering the students' cultural background, academic level, language competence, experience of enjoying the text or literary background, the composition and suitability of the text. In contrast, the selected literary texts are alien and foreign the social and cultural background of the learners. The writers also those texts are foreign and they produced in the foreign context. This means that the texts are not localized in Ethiopian context. These will bring a great failure to teach the target language integratively through literary texts.

Accordingly, the cumulative statistics shows that literary texts which inserted in the preparatory literary texts are not interesting to the majority of the respondents. One of the qualities of literary text is enjoyable and simulative to the learner, but most of the respondents could not find this quality from the text books.

C. Relation to the Unit

Selecting text in language classroom needs a serious attention to address the target language being taught. Literary texts are rich in meaning, and they have suggestive power. Taking to mind this, different genres of literary texts were incorporated in preparatory students' text book. Here stated below shows that the statistical response of the students' on the texts relation with the unit topic.

No	Literary texts	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		Frequency	Percent	Frequency	Percent	Frequency	percent	frequency	percent	Frequency	percent
1	The au anthem	93	27.9	105	31.5	36	10.6	20	6	47	14.1
2	Oweka learns a lesson	26	7.8	61	18.3	63	18.9	76	22.8	75	22.5
3	Night of a scorpion	31	9.3	58	17.4	76	22.8	77	23.1	59	17.7
4	Operation rhino	25	7.5	78	23.4	82	24.6	67	20.1	49	14.7
5	-mingual street	20	6	36	10.8	105	31.5	93	27.9	47	14.1
6	-Tale of a tap	23	6.9	69	20.7	49	14.7	124	37.2	36	10.8
7	-the African child	15	4.5	96	28.8	51	15.3	65	19.5	74	22.2
8	Why old woman limps	12	3.6	64	19.2	15	4.5	81	24.3	38	11.4
9	The narrow path	23	6.9	43	12.9	29	8.4	59	17.7	51	15.3
10	building the nation	12	3.6	31	9.3	62	18.6	79	23.7	26	7.8
11	Vultures	18	5.4	38	11.4	35	10.5	84	25.2	35	10.5
12	The money order	4	1.2	57	17.1	39	11.7	82	24.6	28	8.4
13	Total	277	7.55	739	18.4	642	16	907	22.65	565	14.13

The purpose of the literary texts in students' text book is supporting the unit since they are contributing a lot for the students' language competence as well as the developing their thinking ability. In this context, the literary texts should be related with the unit topic which they supply additional lesson. The respondents 105(31.5%) stated that they agree on the relationship between the text 'The Au Anthem' and the unit of the topic, 'The AU'. In addition, 93(27.9%) of the respondents strongly agree that the unit topic and the literary text,. Thus, the majority of the respondents argued that the literary text, 'The Au Anthem' is the extension of the unit topic. This text strengthening the unit topic since the main issues of it directly deals with the unit topic and gives lesson to the learner about the 'AU'. One of the targets of literary text in language teaching is increasing the involvement of the learners with exposure to the real environment. Another text 'Oweka learns a lesson', the respondents 76 (22.8%) and 75(22.5%) of the respondents disagree and strongly disagree on the text's relation to the unit topic, Education respectively. Here. Most respondents believed that the literary text is not related to the unity of the text book. On the other hand, 61(18.3%) of the respondents said that the text is related to the unit topic, and 63(18.9%) of the respondents have neutral position on the relationship between the literary text and the unit topic. On the text *Night of a scorpion*, 77(23.1) and 59(17.7%) of the respondents disagree and strongly disagree on the texts relation to the unit topic respectively. Unlike to this, 76(22.8%) of the respondents have neutral position to the relation between the text and the unit topic. Thus, the most of the respondents confirmed that the text and the unit topic, *traditional and modern medicine* are not related. Under the unit *tourism*, the literary text is 'Operation rhino'. For this text, 78 (23.4% of the respondents agree that it has relationship with unit topic; whereas, 82(24.6%) of them have neutral position in this regard. On the other hand, 67 (20.1%) of the respondents disagreed on the relationship between the text and the unit topic.

Under the unit topic fiction, the literary text is the 'Mingual Street' the respondents 105 (31.5%) said that they have neutral position with regard to the relationship between the text and the unit topic. Thus, most of the respondents could not decide whether the text is related the unit or not. But 93(27.9%) of the respondent confirmed that they disagree on the text's relation to unit topic. As stated in the above table no.5, majority of respondents believed that the 'Mingual Street' is not related with the unit topic fiction. Similarly, 124(37.2%) of the respondents disagreed on the text, *Tale of a tap* relation to unit topic *water*. These respondents found the text unrelated with the unit topic. This means that the issue of the text is different from the objective of the unit topic even if the sub topics of the unit should support the main topic of the unit and should give detail information to the learners. Most respondents, therefore, stated that the lesson of the literary text is related with the unit topic, *water*. On another text (the African child) 65(19.5%) and 74(22.2%) of the respondents disagree and strongly disagree on relation to the unit topic. Similar to *Tale of a tap*, *the African child* is found under the unit of *water* and more than half of the respondents confirmed that this text is not related the unit. Moreover, 81(24.3%) of the respondents sated that they disagree on the text *Why old woman limps* with the unit topic *poverty and development*. Unlike to this, 64(19.2%) of the respondents indicated that the text is related with the unit topic.

Respondents stated the literary texts are not related with the unit topic in which they found in preparatory English for Ethiopian students' text books. In line with this, 17.7%, 23.7%, 25.2%, and 24.6% of the respondents disagree on the texts, *The narrow path*, *building the nation*, *Vultures* and *The money order* with the respective of each unit topic respectively.

Including text in language class enables the learners to make the target language practical. The content of the selected text is expected to support the unit of the text book, but the study showed that most of the literary texts are unrelated with the unit topic. Among the respondents, 54.08% of them agreed that the unit topic and the literary texts are thematically unrelated. The goal of inserting texts on the syllabus of language is to reinforce the theoretical and to make it practical.

Of the issue, the purposes of utilizing literary texts in language class is to apply the theoretical language concepts in the context of the lesson being learnt, but the above statistical data indicates that reverse of this because only 25.59% of the respondents agreed on the relationship between the unit topic and the subject matter of the text. Since most of respondents did not agree on relationship between the literary text and unit topic of the text books. In such way, the inclination of the literary texts becomes ambiguous to the learners. The students may not realize the target language effectively as they expected on the stated objective of the unit.

From the total respondents of each literary text, the average 22.65% of the respondents disagreed on each literary texts relation to the unit topic. This number demonstrates the average percentage of the respondents for 12 literary texts in both grade 11th and 12th students' text books. As mentioned in the above text, the highest percent of the respondents did not agree on the issue of literary text with each respective unit. On the other hand, 18.4% of the respondents agreed on the texts relation with the unit topic. However, some of the respondents believed that the literary texts are related with the unit topic, majority of them did not agree on this issue.

D. FGD Analysis

Teachers who have participated in the FGD have affirmed that they somehow recognize the merit of using literary materials in language teaching classes. They appear to know that literary materials are not only authentic but also attractive. Yet, they admitted that the materials are tough for both the teachers and the students. The problem emanates from poor material design and from the fact that the teachers do not have a dependable training on how to make the most out of literary recourses. This makes the materials more of a frustrating to both the teacher and the learner against the belief that the resources will be charming.

Teachers who taught English subject in grade 11th and 12th were participated in focus group discussion in regard to literary texts in the preparatory students English text books. The first discussion question was ***do you believe it is good to include literary resources in language texts?*** For this question all of the respondents had similar response. They said including literary texts in the language class develops the learners' language competence in different aspects. Since the literary texts are rich in language, they help to the learner to develop basic and micro skills of English language. In addition to the language aspect, the texts provide the learner personal experience. For one thing, the texts depict the psychological and ideological development and the motive of the employed character. From this, the learners share experience and widen their view of horizon beyond the aspiration of the character. Another point that consuming literary text, helps the learner to reinforce humanity and to be communicative and logical in their life career.

V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

It is widely recognized that using literary resources in language teaching classes is meritorious for its authenticity and charming nature naturally embedded in such materials. In view of this, English for Ethiopia, student text Books for grades 11 and 12 have duly included literary materials of different genres to be exploited for teaching the different macro and micro skills of language. As this study has shown, the language teachers who participated in the study recognize that literary materials have been included sufficiently. Unfortunately, the materials are cursed to be overlooked because the teachers find them frustrating as they have no dependable capacity to design tasks and exploit the literary resources. In addition, most of the texts are difficult to understand. As the students reported, most of the literary texts are unrelated with the unit topic. Along this, the texts are culturally distant from the learners' culture.

B. Recommendations

Based on the findings, the literary texts should be manageable interims of language difficulty. The type of the texts must be related with the unit topic. The literary texts should be culturally familiar to both the students and the teachers. In general, curriculum designers should take into account needs, motivation, interests, cultural background and language level of the students. It is recommended that trainings shall be given to the teachers on how to handle such recourses. It is also advisable if similar studies are made more rigorously including better samples and applying other relevant methodologies.

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Close Reading: A Cornerstone of Text Appreciation in Advanced English

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Abstract—Under the background of modern educational technology, Advanced English, a compulsory course for juniors or seniors of English majors in China, aiming to cultivate students' ability to comprehend and appreciate texts, is shifting from text-centered teaching model. Therefore, the present situation of Advanced English teaching is not optimistic. Importance and significance of close reading of texts should be confirmed and emphasized again in Advance English teaching and students should also be provided with guidance to their close reading of texts.

Index Terms—close reading, advanced English, text appreciation

I. INTRODUCTION

Advanced English, a compulsory course designated for juniors or seniors of English majors in China, aims to “cultivate students’ ability to analyze and appreciate texts, think logically and independently through reading materials about politics, economy, society, language, literature, education and philosophy by distinguished authors” according to *Teaching Syllabus for English Majors* (2000, p.26). As an extended course of Elementary English, Advanced English is more challenging and difficult in diversity of text genres, profundity of contents and bulk of background knowledge. Therefore, some students more or less feel frustrated in their learning of this course. With the introduction of various teaching theories and approaches, great changes are taking place in the field of Advance English teaching. Traditional grammar -translation teaching model has been replaced by more advanced, more feasible and more effective teaching models. However, students’ ability to analyze the text structure, discern the author’s implication, appreciate the aesthetic values and think critically hasn’t been greatly improved; on the contrary, they feel burdened by the heavy task of learning Advanced English. Effective learning cannot be achieved no matter how fancy and advanced the teaching models are if texts in the course books haven’t been carefully and attentively examined. Recently, fast development in computer and internet technology brings fresh and salutary changes to teaching technology. In addition, teacher-centered teaching model in Advanced English has long been criticized. Teachers tend to adopt universally-acknowledged multimedia technology to Advanced English teaching. Pictures, audios and videos not only enrich the information, but also bring the pleasing shock to the students’ hearing and sight, seemingly creating a very active and interesting class atmosphere. Even sometimes, in order to “make students actively involved in the class, some teachers abandon detailed study of texts and fill the whole class with question-answering, role-playing, video-watching or group-discussion under the fancy title of cooperative learning” (Qin, 2012, P.1). Although the whole class appears to be very active, very entertaining and very relaxing, after class most of the students will feel nothing in the mind. In fact, Advanced English learning without close reading of texts looks like a gorgeous building on a fragile foundation. Therefore, Advanced English course calls for teachers’ and students’ focus on texts. Texts are carriers of authors’ ideas. Close reading of texts is a kind of experiential leaning, which will help students consciously discern real intention of texts and appreciate aesthetic values of texts, or they will fall victim to hearsay. This research will first go through origins and related knowledge of close reading, and then discusses the significance of close reading in Advance English, finally specific accesses to close reading of texts in Advanced English, in hope of helping students improve their performance in Advanced English learning and further their capability to appreciate literary works.

II. CLOSE READING

In the first half of the 20th century, criticism in the west experienced a new turning point--- New Criticism which advocated close reading of texts. New Criticism first budded in Britain in the 1920s, and then matured in America in the 1940s and 1950s. New Criticism was assaulted by the schools of new formalism such as Stylistics and Narratology, and then it was regarded as backward and outdated by the criticism trend focusing on social-cultural contexts in the 1980s. In the 21st century, quite a few literary critics and scholars began to focus on literary texts; therefore, the trend of New Criticism based on close reading of texts regained attention and new development. The technique of close reading was pioneered by I. A. Richards and J. C. Ransome. In 1920s, Richards kept trying a very interesting experiment in his teaching. He asked his students to comment poems without giving authors’ name, and to his great surprise, criticisms on every poem, even some written by famous poets, from the theme to the writing techniques, are quite different and even run contrary to one other. Hence, he thought a new critical approach should be created in order to promote readers’

ability to understand and distinguish literary works. That is the origin of close reading. In 1921, a poetry journal named *The Fugitive* was edited by J. C. Ransome and his colleagues. Every poem was critically examined, and this proved to be very beneficial to poet in his later poetic creation. Although *The Fugitive* only existed for five years, but close reading developed in this period was inherited and gradually became the basic principle in New Criticism. Close reading then was technically developed by the New Critics of the mid-twentieth century, and so became the fundamental method of modern criticism. Close reading was developed further in the work of Professor Louise Rosenblatt. In French criticism, close reading is similar to *explication de texte*, the tradition of textual interpretation in literary study. From the perspective of New Criticism, a work of literary is treated as self-contained, self-referential and its interpretation is independent of readers and authors.

Since close reading in New Criticism was introduced into China, it immediately gained a lot of attention among Chinese scholars. YE Dang-qian (2009, P. 67-70) advocates that close reading of any literary works must adhere to the aesthetic principle, emotional principle and overall principle, and such strategies of close reading as breaking-sentence, exegetical study, commentaries and image can be employed in teaching of Chinese literature. CHEN Si-he (2004, p.109-116) discusses the significance and methods of close reading and holds that the relationship between close reading of texts and literary element of aesthetics should be valued in the academic community. XIN Ke-qing (2006, p.104-108) believes that the method of the combination of a close reading from the West and the traditional commentaries is a good access to a better comprehension of the text. CHEN Yan-li and MA Xiu-li (2010, p.75-78) hold that in the context of modern educational technology students' understanding of text through close reading together with teachers' necessary interpretation promote foreign literature teaching. ZHU Jian-Jun (2014, p.69-75) reviews the researches about close reading abroad and point outs that Close reading in the context of Curriculum is facing a lot of challenges and many concepts lack curriculum theory significance. Fu xiao (2014, p.56-61) makes an exploration to origins of close reading and its development in order to clear up misunderstanding and construct a literary approach which can bridge the west and China. Focus of Chinese scholars is more on adoption of close reading to teaching of Chinese literature and English literature; hence their researches are more concerned with significance and concrete strategies of close reading in teaching.

III. SIGNIFICANCE OF CLOSE READING IN *ADVANCED ENGLISH COURSE*

One of the requirements for English majors in Advanced English course is to cultivate their ability to analyze, understand and appreciate texts. Traditional Advance English teaching is teacher-centered. In class, a text is often begun with the introduction to the author and the social context in which the text is produced, and then the teacher consciously or unconsciously conveys his or her interpretation of the text as something standardized to students. Therefore, under this teaching model, the student's understanding of the text is not the intention of the text itself, but the intention of the author or the social context. The imposing of the author's intention on the text is a typical example of "Intention Fallacy". At the same time, the teacher is also the reader of the text, so his or her interpretation of the text is only the representation of his intention. "Affective Fallacy" is thus committed. Everyone has different responses, understanding, attitudes, evaluation and appreciation of the same text based on their difference in life experiences, levels of knowledge, social-economical background and cognitive models. The most direct and simplest way to achieve personal and unique but closest-to-text experiential meanings of any text is to conduct a very careful, attentive examination of linguistic expressions, structures, symbols, rhetoric devices and styles in the text and try to figure out the meanings produced within the text. Therefore, Advanced English teaching based on close reading is not only necessary but also very important.

A. *Close Reading—A Countermeasure to "Superficial Reading" under the Influence of Modern Information Technology*

The world is hurtling into an interactive era, which is changing the way we communicate, study, work and entertain. In China, almost every college student is equipped with computers and smart phones, and their daily life and study are overwhelmed by Wechat, Weibo, QQ, readers, browsers, audio-players, video-players, Baidu, Google and so on. With a simple click on computers or smart phones, college students can be easily made accessible to mountains of information. Every day, information is updated at an unimaginable speed; college students tend to or are forced to acquire the information as quickly as possible. Gradually they fall into a habit of reading preferring pictures to words, digital text to paper text, amusement to knowledge, and fashion to classics. In this era of instant culture, college students are not patient enough to sit down, take a book, and enjoy themselves in the magic world created by the author. "Superficial reading" is becoming a dominant reading model among the young people, which enables them to get the most information within the least time. Advanced English course is endowed with cultivating English majors' ability to understand and appreciate texts. The ability to understand and appreciate texts cannot be achieved through "superficial reading". The most popular set of course books for *Advanced English* course is known as *Advanced English* (book one and book two) edited by the late famous Chinese scholar ZHANG Hanxi in 1980, which was revised by WANG Lili in 2011. There are altogether thirty texts selected and excerpted from the most classical and influential works written by the distinguished authors in English-speaking countries. This set of course books offer a good opportunity for English majors to enjoy the beauty of English language, to gain an insight into politics, economy, culture and society, to learn

something about the types of writing, figures of speech and text organization. Under the shock of modern information technology, English majors, especially in the study of this course, are expected to concentrate on texts, to treat the texts as something self-contained and self-referential, to dig out the meanings loaded in the texts, and then they can really improve their language abilities, deepen their understanding of English-speaking countries, to promote their trans-cultural abilities. Therefore, the call for close reading back to Advanced English class is a useful countermeasure to the habit of “Superficial Reading” dominant among English majors in the internet era.

B. Close Reading --- An Access to Aesthetic Values of Texts

Texts in Advanced English course books are selected and excerpted from the most influential and famous literary works. An approach of close reading to literary work satisfies the need of literary works as art. Art is a creation of human emotional symbols and excellent literary works are also human emotional symbols. Literary works are essence of human emotions and full of life. Research and exploration to literary works, on the one hand, rely on literary theories and literature reviews, on the other hand, require personal devotion of emotions. Researchers or readers are expected to feel, experience and comprehend through close reading of literary works. Advanced English course is entrusted with the task to guide the students to appreciate charms of literary classics, and to seek peace of mind and pleasure in reading literary classics, and to purge their soul and enhance their morality besides its task to improve English majors’ language knowledge and language skills. In one word, Advanced English course aims to cultivate English majors’ appreciative reading. As a higher level of reading comprehension, appreciative reading is an interactive and deep communion between the reading subjects (readers) and the reading objects (literary works). In order to realize emotional and spiritual communication with literary works, how to foster English majors’ ability of aesthetic appreciation is a major concern that should be taken seriously. Reading based on quantity is one of the accesses to accumulation and cultivation of appreciative reading, but one’s intuition to feel and appreciate aesthetic or artistic values loaded in literary works is acquired by his personal, attentive and close reading of works themselves. In traditional Advanced English teaching, the teacher’s interpretation and appreciation of texts is revered as something standardized and authoritative, and students are more or less hinted or warned that following teachers’ interpretation and appreciation could do well in the examination. Even sometimes one or two students’ imaginative and unique sparkles would be ignored or dismissed because taking teachers as authority and model has long been the mind-set of some students in China. Something must be done to inspire students’ appreciative and innovative ability. Students should be encouraged to conduct close reading of texts in Advanced English learning. Works or texts are carrier of ideas or thoughts. Authors’ profound thoughts and historical and social values are coded in the artistic process of expression and the aesthetic form. Only through careful analysis of the artistic process and the aesthetic form, authors’ intention and values can be discovered.

Close Reading, a critical approach and a reading model, can be employed in Advance English teaching to change the dominant “superficial reading” among English majors and help them to understand and appreciate artistic or aesthetic values loaded in the texts.

IV. ACCESSES TO CLOSE READING IN ADVANCED ENGLISH COURSE

The reading subjects of texts in Advanced English are juniors and seniors of English majors who hope to cultivate their appreciative reading through the study of this course. The subjects of appreciation (also the reading subjects) tend to commit themselves to texts quietly and attentively, thrust themselves into the wonderful, magical, happy or melancholy world reconstructed by the language in the texts so as to seek spiritual comfort, express their emotion and purify their souls. Texts themselves should be their first and foremost concern. Such components as words, syntactic patterns, rhetoric devices, cohesive devices within texts coexist, inter-depend and interact not only to keep texts independent and intact, but also represent deep meanings that authors want to express. Close reading, not a kind of narrow formalism but a practical reading model to understand, interpret, appreciate and evaluate texts, even some obscure and unintelligible texts. Close reading is an effective way to acquire profound connotations through careful and attentive examining superficial structures of texts. Three accesses to close reading of texts in Advanced English course will be discussed as follows.

A. Shift of Teachers’ Role from Dominant to Guided or Collaborative

Advanced English, as a compulsive course, plays a very important role in enhancing linguistic knowledge and skills, aesthetic appreciation, trans-cultural awareness and creative thinking of English majors. A course is completed by efforts made by both teachers and students. In traditional Advanced English teaching, teachers are dominant, authoritative and active. They design and monitor every teaching procedure, hoping to make the class teaching follow the so-called ideal and perfect pattern without taking students creative and independent ideas into their teaching plan. Today’s Advanced English teaching seems to be drown in misdirection—close reading of words and structures are ignored because detailed analysis of words and structure is what Elementary English should deal with and Advanced English class should deal with something more profound, more abstract and more ambiguous such as theme, significance, enlightenment of texts. Therefore, in their class, introduction of authors’ life story, social background and other works of authors are foregrounded, and they consciously or unconsciously convey their interpretation and appreciation of texts to students. Students’ creative and unique understanding and appreciation of texts which derive

from their repeated close reading of texts are killed by this kind of teaching model. Teachers of Advanced English are expected to study texts, frame the understanding of texts, develop close reading strategies, and then lead students to close reading of texts.

We cannot be from one extreme to another, so the role of teachers in Advanced English is requisite. Students' close reading of texts cannot be achieved at one stroke. From teachers' dominant model to teachers' guided/ collaborative model to students' independent model, step by step, students' ability to conduct close reading of texts can be stimulated and improved. The ultimate goal of close reading of texts is that students consciously and independently decode texts, understand meanings and obtain aesthetic values. The role of teachers is directed to design close reading procedures, evaluate students' close reading.

B. *Close Reading of Language in Text*

Usually, students may have difficulties in close reading of a long text—a long passage or a book. Texts in Advanced English books are worthy of close reading because they are appropriate in length and prominent in artistic or aesthetic value. To English majors, English learning more or less is entrusted with learning new words and expressions; hence focus on words is part of their English learning. In the literature world, every reality is established by words, and every word is endowed with some spiritual quality that not only can go into authors' heart, but also make readers introspect, realizing individual's communication with outside world. It goes without saying that words, as the basic unit of writing, carry weight in creation of literature world. During close reading of texts, choice of words or diction, connotation and denotation of words, impact of words, repetition of words, figures of speech in words and so on should be examined and explored carefully and seriously. In this way can meaning of texts be figured out and understood reasonably. *Face to Face with Hurricane Camille* (Advance English, Book one), it tells about John Koshak's struggle against natural catastrophe Hurricane Camille. A cluster of verbs with the monophthong [æ] are employed in the narration, such as "lash, crack, slashing, smash, shatter, rampage and lap". When the monophthong [æ] is pronounced, it will give people a sense of urgency and discord. The association between sound and meaning is better realized in context, and one after another verb with the monophthong [æ] vividly creates massive and continuous destruction, like a whip that is striking one after another reader's body, thrusting them in the real situation to feel life and death struggle in front of the deteriorating Hurricane Camille. What's more, in the critical moment, the author cleverly chooses a set of monophthong verb such as "lash, lap, skim, scud, yell, dump, shot, snap, hit and whip", which are concise and clear, rhythmic and forceful. Meantime, monophthong verbs are stressed, all of these stressed verbs go through the whole narration, building an atmosphere of hurry, tension, suspense so as to reveal that Sherlock's family facing the approach of death fight against Hurricane Camille courageously and tenaciously.

C. *Close Reading of Structures in the Text*

Focus on such linguistic forms as words, phrases and sentence in the text is not quite enough to achieve real understanding and appreciation of any text, and text-designing above lexical level also deserves careful examination. Students should be guided to figure out clever design of text, characterization, arrangement of paragraphs, environmental description and so on. All of these together with language expressions contribute to theme or central idea that the author wants to convey. For example, *The Loons* (Advance English, Book two), written by the distinguished Canadian female writer Margaret Laurence, tells of the plight of Piquette Tonnerre, a girl from a native Indian family. Her people were marginalized by the white-dominating society. They were unable to exist independently in a respectable, decent and dignified way and impossible to fit into the main currents of culture and difficult to be assimilated comfortably. At school, the girl Piquette felt out of place and ill at ease with the white children. When she had grown up she didn't have any chance to improve her life. In fact her situation became more and more messed up. In the end she was killed in a fire. At the beginning of the story is a detailed description of the scenery, which not only gives a clear account of where the story takes place, but also contains some vague accounts of the defeat that Metis, half breeds of French and Indian, experienced in their fight against white people. Dirty and messy living conditions and being in the lower and oppressed class from the start imply the tragic fate of Piquette. In addition, two scenic descriptions of summer house by Diamond Lake which is the habitat of the loons also highlights of the story. On that specific summer, everything around the summer house by Diamond Lake is so good: "spruce, raspberry, moss, wild strawberry, white flower, squirrel, antler, fragrant breath, sparkling water", a free kingdom for Vannisa and a habitat for loons. The beautiful natural view forms a sharp contrast with the modern atmosphere of the diamond lake at the end of the story: "a flourishing resort-hotels, a dance-hall, cafes with neon signs, the penetrating odours of potato chips and hot dogs, which implies that the loons have to fly away or just die because their natural habitat has already been destroyed by the human civilization. The clever arrangement of a parallel between Piquette and loons indicates that the fate of loons symbolizes the tragic ending of Piquette, as a Metis, who cannot be assimilated comfortably into white-dominating society. In despair, death may be the only alternative left to her.

Analysis of text-designing above lexical level can help students achieve a better understanding and appreciation of texts. However, all of these can only be accomplished by close reading of texts.

D. *Close Reading, not Closed Reading*

Close reading had ever been mistaken for closed reading in China for quite a long time. One of the reasons is that

“when close reading was first introduced into China, it was wrongly translated into “封闭阅读” (closed reading)” (ZHANG, 2015, p.10-13). In addition, literary critics in China has long followed the model of literary criticism based on ideology which involves such procedures as historical background, author’s life stories, contents of works and artistic features, and they want to avoid disadvantages of this ideology-based literary criticism and with the new critical approach—close reading they could focus on the text itself and assess the text objectively and independently. Hence, to some of them, close reading became “封闭阅读” (closed reading). In fact, from its theories and critical practices, New Criticism is not diametrically limited within the text. The distinguished master of literary criticism, Rene, Wellek (1981) holds that New Criticism has always adopted an almost utterly historical outline in its literary studies; strong historical sense is revealed at all times. Close reading in New Criticism doesn’t completely run contrary to other literary criticisms which focus on history, culture and politics, and it aims to discover paradox, irony, ambiguity, tension in the analysis of literary works and finally achieve the balance of various conflicts.

Close reading of literary works isn’t equal to “closed reading” or “detail reading”. In Advanced English teaching, careful examination of texts plus enough attention to their contexts can ensure a better understanding and appreciation of texts. This method is also called “overall close reading” advocated by Shen Dan (2008, p.1-6) which can reveal a hidden subtext cloaked in the surface text. Students are encouraged to take into comprehensive consideration various components of texts, relate texts to their contexts, and employ intertextuality researches into the target texts and their related texts.

V. CONCLUSION

In one word, close reading of texts in Advanced English can make students accessible to artistic and aesthetic world reconstructed by language. Based on text itself, reading subjects (appreciating subjects) could experience and enjoy the moment of subtle beauty, purge their spirits, gain an intuitive insight, and discern the intention of texts. It is especially necessary to improve superficial reading” cultivated in information era among young people. Close reading, from a critical approach, a reading approach in the past to a teaching model, is facing many challenges, issues, questions, and its concept, curriculum planning and pursuit is becoming gradually clear. However, the study on close reading is not optimistic, many concepts lack curriculum theory significance. This research of employing close reading into Advanced English teaching is a very preliminary attempt in the hope of throwing out a minnow to catch a whale. More teachers and scholar are expected to carry out more researches into close reading in the context of Curriculum.

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Analysis of Intertextuality in English News Headlines

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Abstract—Nowadays, English news plays an increasingly important role in cultural communication between Chinese and the western as a media. Headline tends to be the most eye-catching news text as the punch line, and intertextuality is usually one of its characteristics. Based on the descriptions of the main manifestations of intertextuality in English news headlines and the analyses of the relationship between the intertextuality and the functions of news headlines from the pragmatic perspective, the author thinks intertextuality can better realize the communicative function of news discourse by enhancing the sustainability of the headline. Meanwhile, the study of intertextuality provides some revelations to the production of the foreign English news headlines.

Index Terms—intertextuality, English news headlines, pragmatic function

I. INTRODUCTION

Intertextuality is a prominent feature of news discourse, and its theory is widely applied in the critical analysis of news discourse. Although the headline is an important part of English news discourse, there are a few existing articles on their intertextual analysis. Based on the descriptions of the main manifestations of intertextuality in English news headlines and the analyses of the relationship between the intertextuality and the functions of news headlines from the pragmatic perspective, the author thinks intertextuality can better realize the communicative function in news discourse by enhancing the sustainability of the headline. Meanwhile, the analysis of intertextuality provides some enlightenment for the production of foreign English news headlines.

II. ANALYSIS OF INTERTEXTUALITY AND THE INTERTEXTUALITY OF NEWS DISCOURSE

The intertextuality stems from the Latin *Intertexto*, which means intermingle while weaving. In the late of 1960s, Kristeva put forward the term “intertextuality” firstly in her early work. She (1980) pointed out that “the construction of any text is regarded as a mosaic of citations; every text is absorbing and transforming from the other one.” (p. 36-37) In her point view of intertextuality, there are two axes in texts, which include the horizontal axis and the vertical axis. The former connects the author and reader of the same one text. The latter establishes a connection between the text and other texts. And these two axes are connected by the shared codes. The discourse is interrelated and interdependent, forming an infinite and open network.

The intertextual theory developed from Bakhtin's theory of dialogue. With the further enrichment and development of Barthes and Genette and so on, this theory gradually matured and became an important text theory of contemporary western postmodernism. “Intertextuality takes any culture into the language chain of authors, works, readers, and society. It is possible to fully understand the intertextual relationships of the text, which not only has the significance of methodology, but also become the cornerstone of western literary theory in the 20th century.” (Jiao Shumin & Lu Puling, 2009, p. 102)

Intertextuality research was limited to literary critique for a long time, but recently it received widespread attention in discourse analysis. Especially critical linguists who regard news discourse as the most major analysis objects pay more and more attention to it. The implicit even conflicting ideologies and power relationships in news discourse can be revealed through the analysis of intertextual relationships. Fowler (1991) believes that allusion has the function of arousing the reader's specific paradigm knowledge. The values associated with the paradigm are presented at the same time by quoting intertext. Goatly (2000) sees the process of production of news as an intercultural chain, and journalists can distort the long intercultural chain in the news consciously or unconsciously. Van Dijk (2003) points out that quotes or quasi-quotes are closer to the truth, which not only can make reporting more vivid and reliable, but also protect journalists from defamation.

In China, the intertextual research of news discourse mainly focuses on the reported speech. Xin Bin (2005) thinks that the quotation in news discourse is seemingly objective and fair, In fact, the reporter often involved in affecting readers' understanding of speech with his or her views consciously or unconsciously after analyzing and comparing the news reports from critical linguistics perspective (p.130). Similar to this view, Xu Tao and Jia Lili (2007) believe that the reported speech is a means of manipulating the audience's ideology by the news media (p. 42). After studying the dynamic intertextuality from the point views of the nominalization, paraphrased quotes and cultural knowledge and so

on, Liu Lin and Rao Ying (2008) point out that dynamic intertextuality is of great significance to reveal the seemingly objective and impartial subjectivity of news discourse.

III. THE MAIN MANIFESTATIONS OF INTERTEXTUALITY IN NEWS HEADLINES

Intertextuality can be divided into two categories, which are specific intertextuality and generic intertextuality. The former refers to there is others' discourse that can find a specific source in the discourse. The latter refers to different style of discourse, register or genre mix in a discourse. These two types of intertextuality have various manifestations in headlines.

There are four main manifestations of specific intertextuality in the following:

(1) Direct or indirect speech

Example one: 'We are going to recover the people's trust', McCain emphasizes bipartisan ship

Example two: Triumph of Beijing raises bar for London, says IOC chief

(2) Paraphrasing or transforming the fixed phrases or proverb

Example one: Where there is smoke, there is ire, and there is the Mayor's Cash

The headline paraphrases the proverb 'Where there is smoke, there is fire', it changes 'fire' for 'ire' to suggest that smoking is unpopular.

Example two: Shane Warne: More spinned against than spinning

The headline 'More spinned against than spinning.' apparently transforms the fixed phrase 'more sinned against than sinning' in the Shakespeare's "king Lear".

(3) Referring to the historical figures or events

Example one: Winehouse 'bribe plot man' like 'Al Capone'

Al Capone is a leader of a gang that specializes in alcohol smuggling in Chicago during the Alcohol Prohibition. The singer Winehouse's husband was jailed for serious injury, she hired a middleman to threaten the victim and pay him fee to let him go to Spain without appearing in court to testify against her husband. Her trick is tantamount to gang member's trick.

Example two: San Diego now 'Enron by the Sea'

The headline makes full use of the negative connotations of the "Enron event" to send a message to readers that there is a corruption case in San Diego, California now.

(4) Intertexting with films, songs and literary works, etc

Example one: Rule, Britannia, but Maybe Not Over Scotland

The headline borrows the British navy song (Rule, Britannia!).

Example two: Coming in soon: Two theaters near you

The headline is directly based on the 1999 American romantic comedy "Coming soon." It reports two new cinemas to be built.

The main manifestations of generic intertextuality:

(1) The mixed use of words of different styles

Example: Neighbours Kick Up Stink in Court Over Pot-bellied Pig Called Flossy

From the example, we can see that 'kick up' is a kind of colloquial style, and 'stink' is slang that means 'intense complainment'. Both of them are mixed with other words of form style to constitute generic intertextuality.

(2) The headline with linguistic forms and structures of other literary styles

Example: The ice will be nice, but for now, concrete must suffice

The headline is typical poetry language that has a strong rhythmic structure of poetry, which reads like a poem. Naturally, thus it evokes the reader's association of the norms of genre of poetry.

IV. THE PRAGMATIC FUNCTIONS OF INTERTEXTUAL ENGLISH NEWS HEADLINES

Headline is an inseparable component of news, which integrates the functions of providing information, attracting attention, commenting, touching upon people and having conversation with people from the perspective of pragmatic functions. Intertextuality plays an important role in realizing these functions as an important feature of news headlines.

A. *Reflecting the Reliability and Authority of Information*

It is the minimum professional ethic and norm for those who engage in news media industry to reflect the objectivity and veracity of news discourse that is the reflection the credibility of news discourse. Moreover, the authority of the report embodies the quality of the news medium, which can enhance the persuasiveness of news. Employing the reported speech heavily is a common strategy for news media to reflect the reliability and authority of information source of headlines. In order to add authenticity of the news report and show the objectivity of the report, the reporter quotes a great deal of other's discourse. In this way, the news reporter can assure readers that there was no personal opinion in news discourse (Xin Bin, 2005, p.75-105). Besides, because the direct speech is usually from the parties, the insiders, or the authorities, it is often to be believed by the addressees.

Therefore, employing the reported speech plays an important role in enhancing the authority of discourse. Meanwhile,

The names or titles of those who is authoritative, famous, charming and influential in the narrative clause of the headlines have great appraisal value for the readers and produce lots of contextual effect, which co-occur with the reported speech in the headlines, producing a "magnet" effect visually and arouses reading appeal of the readers.

Example one: Brown warns Iran to end "totally abhorrent" threat to destroy Israel

Example two: Coal-fired power station will lock UK into a high-emission future, say MPS

"Brown" and "MPS" in the above examples represents Britain government. They make the country's foreign policy and domestic industrial policy. Therefore, there is no doubt about the authority of their discourse. Naturally, people, especially those who care about Iran, the environmental protection and the Coal-fired power industry do not miss them.

B. *Terse Form But Rich Connotation*

English news headlines generally follow the three principles of "ABC", that is, the content should be accurate, the text should be brief, and the structure should be clear. The principle of the brief text is consistent with the interests of the news media itself, which expects to carry as much information as possible in each issue. In order to accomplish the goals of meeting different interests and demands of all kinds of readers and expanding circulation, the content of news covers almost every aspect from domestic to international, from politics, economy, military, sports to marriage, family, fashion nowadays.

However, people's reading is selective. In face of network news with huge amounts of information and newspapers with more and more layouts, people often search and position headlines that he or she is interested in by scanning, then decide how to read the content of the article. Most readers read news only by reading its headlines. As a result, the media preferred the headlines with terse form or ones compressing and abstracted the content of news discourse.

Example one: The global warming battle: united we stand, divided we fall

"United we stand, divided we fall" is from Aesop's fables, which has been used by many famous people. The headline sends a clear message to the reader by referring to it directly, that is, the problem of global warming can only be solved by means of all countries taking concerted action all over the world. Intertextuality makes the form of the headline concise and the content of the headline clear.

Meanwhile, the headlines with the heavy feel are good ones. The layers of meaning of the headlines cannot be identified at a glance, but we will discover more and more new meaning when we peel them it off one layer at a time like literary baklava, the kind of headline is considered a good one. In other words, the good headlines should meet these three requirements: Firstly, the information content should be rich. Secondly, the connotation should not be shallow. Lastly, the artistry should be high, not boring (Xue Zhongjun, 2005, p. 304-305). The three aspects are also the advantages of intertextual news headlines. There are a great number of intertextuality materials are closely related to literature, music, history and other cultures. Concise language carries rich cultural information and connotation. For example, the common form of the intertextual headlines: allusion, "the environment, motivation, and character relationships of historical events already are contained in allusions, brief suggestions replace the unnecessary details, explanations and evaluations (Ji Guangmao, 1998, p. 75).

Example two: Australia and US 'Bonnie and Clyde' of global warming: Gore

The headline is about the commentary on the United States and Australia that did not sign the *Kyoto protocol* by environmental activists and American former vice President Gore in November 2005. Bonnie and Clyde are a pair of 'male and female thieves' in the middle of the United States during The Depression. They robbed banks, killed police, and are known as the Romeo and Juliet who fled. Their stories were not only filmed, but were also composed by musicians from the United States, Britain, Russia and Germany. People are familiar with the movies and songs about them. 'Bonnie and Clyde' of the headline makes readers' imagine space extends to prototype stories of the allusion and its related films and music works, naturally make the headline become the compound of language that not only is full of visual and auditory imagine, but also carries rich connotation. It is obvious in the headline that the relationship between the United States and Australia in the global climate crisis is compared to 'Bonnie and Clyde', which is meant to show that they worked hand in glove with each other in reducing emissions.

Example three: Ob the Builder

The article is about the promise of the US presidential candidate Barack Obama in August 28, 2008 presidential campaign including fixing the broken politics in Washington, solving the problem of discrimination, reducing taxes and coordinating social relationships in the United States. 'Ob' of the headline refers to Barack Obama. The headline imitates "Bob the Builder," the name of a British children's TV series. "Bob the Builder" is a building contractor in the play. He asked "Can we fix it?" when facing trouble, and he always received the reply "Yes, we can". The play highlights the theme of resolving contradictions and conflicts, cooperation and socialization. There are only three words in the title, but it is the semantic tensivity that is formed by the intertextual headlines pointing to intertextuality archetype texts, which makes the theme of drama give the headline, which greatly enriches the connotation and expression of language.

C. *Attracting the Attentions of Readers*

The enjoyment of news is an important factor for the value of news from the perspective of journalism. There are three functions of headlines in the news discourse: promoting article, outlining content and beautifying layout. As the old saying goes, the first thing to read a book is to read its cover, the first thing to read news is to read its headline.

Whether or not news headlines can capture readers' wandering eyes and arouse the interest of readers is the key to prompt the articles successfully.

There are three factors to attract the attentions of readers including the information, enjoyment and poetry nature of headlines. From the reader's psychological point of view, they live in a society in which the pace of life is fast and the work pressure is great, so they hope to find some reading material that can temporarily relax their body and mind when they are free. It will undoubtedly catch the reader's eyes and stimulate his desire to read if the headline is full of enjoyment and the sense of humor.

Example one: Axis of feeble

The closing of the Bush-Blair era

Both Mr Bush and Mr Blair are the leaders of countries who are about to end their tenure, so their alliance is a weak union. According to "Axis of evil," Bush created a new "Axis of feeble" to describe the current situation of "lame-duck", making the headline humorous.

Example two: Football: On a Whinge and a Prayer

The second half of the headline 'On a Whinge and a Prayer' originates from the American Second world war song *Coming in on a wing and a prayer*, which sings a pilot who tried to land a wounded plane safely. It reveals the fact that the Scottish football team still managed to win in the end in spite of question and discontent of people at home by replacing the 'wing' with 'whinge'.

Humor has its internal psychological mechanism. As a kind of ideographic symbol system that is restricted by a variety of conventions, the collocation and arrangement of the words and semantic expression and understanding are not only restricted by the rules of the language system, but also by the common conventions in language user community (Zhu Ximing, 2002, p. 119). These constraints enable the language user to have mental-set of specific language patterns. Once it is broken, which can make the psychological anticipation empty, but humor will be perceived with the unexpected discovery. Intertextual headlines usually transform the form or structure of intextual prototype text moderately, change the original reference object or concept, which make the collocation of language or the context unconventional. Therefore, the mental-set of the readers is broken, which achieves the purpose of humor.

When readers see the 'axis of' in example one, their anticipations for the subsequent language is 'evil'. The presence of 'feeble' makes reader's anticipation empty. However, the hint of subtitle makes readers understand the meaning of the headline immediately. Naturally, they have the desire to read spontaneously. In example two, 'wing' sounds similar to 'whinge,' but the visual difference clearly tells the readers that the text of the headline is different from the original text. It is the difference of collocation that is the basis of humor. Besides, it is the previous knowledge that is evoked by intertext that makes humor possible.

D. Producing Specific Rhetorical Effects

The successful headlines are not only concise and compelling, but also playful sometimes. In order to make the headline vivid and novel and artistic, editors often use the intertextuality to create the rhetorical effects like pun, irony and parody and so on. Pun is one of the rhetorical devices used by the English media. As part of British culture, it is even more popular in the headlines of British media.

Example one: Officials say atoll do nicely

The 'atoll' in the headline means "coral island" and its paronomasia is "that will do", so another meaning of the headline is "Officials say that will do nicely". "That will do nicely." is a British television advertisement, which tells a story of When a customer asked if he could pay with a credit card, the salesperson replied, "Yes, that will do nicely." The article is about a fraudulent sale of small islands in the Pacific, so the implication of the headline is that officials tell potential island buyers to say "welcome to buy". Intertextuality established a referential connection between advertising text and headline text, creating double context, a necessary condition of pun, through which the ugly face of government officials who are money-mad and dishonest politician are portrayed with sharp, sarcastic wit.

Example two: George Orwell, Big Brother is Watching Your House

Big Brother is a totalitarian in the British writer George Orwell's satirical novel of "1984". In his country where everyone is completely monitored by the ruler's television screen, the phrase "Big Brother is watching you" is a constant reminder for people. George Orwell's home and nearby area had 60 surveillance cameras, which was a great irony for him. But behind the irony, there is a strong dissatisfaction with the surveillance. The intertextuality makes the headline achieve a better implicit ironic effect.

Irony is one of the common rhetoric devices of the headline, although more and more used by some second-rate newspapers or websites. According to the research, we can find that the serious mainstream websites also employ 2 to 3 ironic headlines per week on average. Even serious newspapers and websites use a lot of irony during the special period such as political conflict or scandal, because the message itself is shocking and the irony explodes. In addition, irony can disguise the real intention, so that the cynicism is implicit in the lines.

E. Closing the Distance with Readers and Creating Relaxing and Atmosphere

Different genres have different meaning potential, so construct different subject positions and reading positions usually contain the different status types of participants and communicative intention of discourse subjects. Stylistic changes often produce wonderful linguistic effects. One important function of news headlines is the function of

dialogue. Dialogue first requires equality between the two sides, and the use of colloquial language is an effective way to achieve equal communication with readers.

Example one: Doody calls

This is the winning headline of the 2004 headline contest of the American newspaper editors' association. The article is about a man named Ken Simmons who works on dog poop. Doody is a child's term for "feces". The use of "Doody" makes the article have the feature of the daily conversations. The fusion of colloquial and journalism effectively creates a relaxing and lively atmosphere of communication, which enhances the affinity and appeal of the headline.

Example two: Pregnant or not: A hunka, hunka burning question for Lisa Maire Presley

The report was based on the fact that Lisa Maire Presley, the only daughter of Elvis Presley, was pregnant according to her clothes. "A hunka, hunka'm burning question" of the headline constitutes the manifest intertextuality with the lyric of Elvis Presley's song (I'm just a hunka hunka'm love). At the same time, It also aroused the readers' association with the related features and norms (constitute intertextuality) of the genre. Ordinary people read entertainment news, is a kind of leisure and recreation. The reporter integrates the relaxing song into the serious headline, which enables readers to fly on the wings of imagination and to feel ease and pleasure brought by the music.

V. CONCLUSIONS

Intertextuality is not only the main feature of news discourse, but also an important feature of news discourse headlines. Some people think that the fierce competition between modern news media is, in a sense, the high level of competition in making news headlines. Intertextuality has a place in this competition and become a major feature of English news headlines in English. The main reason is that the intertextuality can increase the information content of news headlines, enrich the content, make the way of expression novel and lively, and make the headlines more readable and appealing. As an important medium for external publicity, domestic English newspapers, especially for overseas readers. It is necessary for them to learn the methods and skills of foreign news media in writing news headlines, make full use of the unique function and effect of intertextuality in the headlines, and enhance the artistry and expression of the headlines. Finally, they should create conditions for achieving external publicity efficiently by creating high quality news headlines and improving the competition of domestic English newspapers.

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English Cultural Expressions Translation: Strategies Used in Rendering *Narnia Chronicles* into Arabic

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Abstract—This study explores the intercultural transfer that takes place during the process of translating children's literature from English into Arabic. It's main purpose is to investigate how culture-specific items or expressions are dealt with when they are rendered into Arabic and find out the most preferable translation strategies that can be applied in an attempt to make the translated versions acceptable and accessible to the target audience. This study draws its data from three English novels that belong to the famous series of Narnia Chronicles which are translated into Arabic. It also states the effects of following domestication or foreignization translation strategies. It is found that there is no consistency in the used translation strategies despite the fact that the three books are translated by the same translator. The study also shows that a compromise which includes the use of domestication and foreignization translation strategies seems to be the ideal solution.

Index Terms—children's literature, culturally-bound expressions, translating strategies, language and culture

I. INTRODUCTION

To some extent, writing for children is marginalized in the Arab world in spite of the recent attempts to change its peripheral position. Most of literary works tend to be for adults as children are not given much attention in this part of the world which opens the door to introducing the Arab and Muslim Children to various western books through translation. The fact that the original texts belong to a language and culture that hold great dissimilarities with those of the target readers makes the process of translation very challenging. This is so because the act of translating foreign children's literature can allow a great deal of values, beliefs, concepts and baleful themes to be transferred into young readers. Furthermore, the moralizing and educating role allocated for children's books in the Arab world can make the translator's mission tiresome. Therefore, the current study is intended to concentrate on the translation of children's literature in the Arab world with special reference to fantasy novels represented by three selected books which belong to the series of Narnia Chronicles that seems to be full of intricate expressions to be translated.

A. Statement of the Problem

Translation provides a good chance for cultural transfer to take place. If the source culture and the target one have little in common, translators will face great challenges in a bid to produce a high- quality translation. Novels tend to be full of cultural items that are difficult to be dealt with during the process of translation because they have different values or are missing in the host culture. These cultural-bound expressions need to be rendered in a way that conforms to the norms and conventions of the receptive culture especially if the target readers are children who are immature and have limited knowledge. In addition, the creativity and aesthetic values of the source text must be taken into consideration in order for young readers to enjoy their reading experience. Little attention has been given to the translated children's literature in the Arab world in general and the difference between cultural invasion and cross-cultural interaction in particular. Consequently, a considerable number of translated children's books may not reach the desired level of quality.

B. Significance of the Study

The majority of the available research studies that deal with translating literary works for children are mainly focused on following either foreignization translation strategies only or domestication translation strategies. There are other studies which consider the applied translation procedures by the translator without suggesting any kind of solutions that can be used to reach a compromise. This study will show the strengths and weaknesses of the Arabic translated versions, proposing some solutions to resolve the long-standing dilemma. What adds to the significance of this research study is the fact that Narnia chronicles are suggested as being allegories for Christian faith (Cicere, 2015). Filming these three

novels beside their availability on the shelf of international children's literature contribute a lot to their worldwide influence.

II. REVIEW OF LITERATURE

A. Cultural Translation

It is clear that culture holds close connections to translation. Actually, translation helps various communities to become familiar with 'otherness' and peculiarities found in other societies. Aixelá (1996) argued that culture occupies a major place in translation due to the fact that there are some terms that have either different values in the receptor culture or do not exist at all. Such kinds of references are referred to as culture-specific terms (Elewa 2015, 49). They can be defined as words or phrases that refer to objects and ideas familiar to a particular cultural group but not beyond. These items are considered problematic by many translation scholars since their literal translation may be too exotic to target language readers. In addition, he (ibid, 44) stresses that a word can indicate a positive concept in one culture, but may indicate quite the opposite in another. For instance, "moon" signifies women's beauty for Arabs. In contrast, English people associate it with paleness. Another example is the Arabs' frequent use of the phrase "Insha Allah" or "God willing" which has multiple functions other than indicating belief in predestination. If the previous phrase is translated literally, it will probably not be understood by target audience due to its reflection of a cultural pattern widespread in the Arab-speaking communities (ibid, 46-47). Hence, translators have become aware of the inadequacy of the linguistic approaches in addressing issues that go beyond the text. As a result, translation studies move from mere focus on linguistic approaches towards taking into account the cultural factors during the translation process. This shift to cultural aspects of translation is called "a cultural turn" by (Bassnett, 2002). Nida (2001) affirms that biculturalism is even more important than bilingualism as words only have meanings in terms of the cultures in which they function. Thus a truly successful translation will be achieved. Obviously, cultural translation takes into consideration the vital role of context in fleshing out the meaning. For Malinowski (1923) the meaning of utterances comes from the situational context in which they take place and not from the ideas of the words which constitute them.

It can be argued that a great significance is given to two opposing translation strategies when discussing how culture-specific items should be treated. These are foreignisation and domestication translation strategies which are distinguished by (Venuti, 1995). The former one is aimed at preserving the strangeness of the source culture in an effort to bring it close to that of the readers. However, the latter refers to the attempt to translate the source text in a transparent way. This means, minimising the foreign culture as much as possible in order for the target text to be accessible to the target audience. The application of these strategies in novel translations is said to have bonds with the intention behind the translation. For instance, in some texts, foreignisation translation strategies may be followed for the sake of introducing others' cultures to the target audience. Nonetheless, readers' expectations and needs should be fulfilled which can result in forcing the translator to adopt a particular strategy during the process of translation. It is worth noting that people who belong to totally different cultures may not be tolerant enough towards the content of the concrete text. Thus it should be handled in a specific manner (Wanh, 2014).

B. A Brief Introduction to the Source Texts

Arguably the most influential Christian writer of the 20th century, Clive Staples Lewis has a wide range of books. Nonetheless, *The Chronicles of Narnia* that refer to a series of seven high fantasy novels are probably his most popular writings and they are translated into Arabic by Saeed Baz. Lewis is a medieval literature specialist at Magdalen College, Oxford for most of his life. He abandons his childhood Christian faith and becomes an atheist for a long time, yet he returns to Christianity later on. He also becomes a member of the Church of England. He starts writing *Narnia* novels after the end of the war which becomes visible in some of his writings (Russel, 2009).

a. *The Lion, the Witch and the Wardrobe*

This novel is published in 2000 and it is translated into Arabic as "الأسد والساحرة وخزانة الملابس". It is about Pevensie children who are sent away from London to live with Professor Kirke during World War II. The children explore the house on a rainy day and Lucy finds an enchanted wardrobe through which she enters into a strange snowy wood. She meets the Faun Tumnus who is amazed to meet a human girl. Later on, the Faun bursts into tears and admits that he is a servant of the evil White Witch. The Witch enchants Narnia so that it is always winter and never Christmas. When she leaves Narnia, she tells her siblings about her adventure but they do not believe her. One day, Edmund follows Lucy and he can enter Narnia. He meets the White Witch who introduces herself as the Queen of Narnia. She feeds Edmund enchanted Turkish Delight which gives him an insatiable desire for the dessert and she tries to convince him to let his siblings meet her. All the four children enter Narnia and they decide to unite with Aslan and defeat the White Witch. However, Edmund looks for the Witch to warn her of Aslan's arrival. The children discover that Aslan must sacrifice himself to atone for Edmund's treachery. Finally, when all seems lost, Aslan is reborn and leads the children and the good inhabitants of Narnia to victory. Later on, the four siblings rediscover the wardrobe, and they become children once again.

b. *Prince Caspian*

Prince Caspian is published in 2000 and it is translated into Arabic as "الأمير كاسبيان". The story of this novel starts when the four children are waiting for the train to go to their school. However, they are magically transported from

England to Narnia world where they are faced by a lot of challenges. Later on, they meet the red dwarf named Trumpkin that tells them about what happen in Narnia after their leaving. During the absence of Narnia rulers, Telmarines invade it. Consequently, true Narnians hide in the woods. The prince Caspian used to live with his uncle King Miraz in a castle that is located in the middle of Narnia. There, he comes to know a lot about the old Narnia from his nanny who tells him a lot of things during bedtime. When his uncle knows about his wish to live in the old Narnia where a lot of talking animals are found, he decides to kill him. After that, battles are fought and Caspian's side keeps on losing. Hence, he is encouraged to use the horn whose magic brings the four human siblings back into Narnia. After listening to the dwarf's story, the four children decide to meet prince Caspian in Aslan's How where many of old Narnians used to hide. Later on, a great battle takes place between Peter and Miraz which ends in Narnians conquering the Telmarines and Caspian being the king of Narnia. Lastly, Peter, Lucy, Susan and Edmund return to their real world through invisible doors.

c. The Voyage of the Dawn Treader

The Voyage of the Dawn Treader is published in 2000 and it is translated into Arabic as "رحلة جواية الفجر". In this novel, Lucy, Edmund and their cousin Eustace are transported into the magical world of Narnia through a painting of a ship. The three children find themselves next to a sailing ship named The Dawn Treader that is built by Caspian in an attempt to find seven missing lords. When the Dawn Treader stops for the first time, the main characters are kidnapped and Caspian is sold to one of the noblemen who turns to be one of the missing lords. Caspian ultimately can re-establish Narnian lordship over the isles and abolish the slave trade there. After that, the crew endures several days of stormy weather before landing on an island where Eustace is enchanted and turned into a dragon. It is discovered that one of the lost lords dies in a dragon form through examining the bracelet that Eustace used to put on. Later on, Aslan can change Eustace back into a human boy through tossing him into a pool of healing water. Next, they arrive at a deserted island where they find a golden statue of one of the missing lords at the bottom of an enchanted pool. Then, the Dawn Treader lands on an Island where no people are visible yet there are some signs of civilization. They are met by the Duffers who tell them that they are made ugly by a magician. Therefore, they make themselves invisible. Lucy goes to the house of the magician and finds the right spell to reverse their invisibility. The crew is navigating when they rescue one of the lost lords from an island where actual dreams including nightmares will come true. The final three lords are discovered on one of the islands where they are under an enchanted sleep. Finally, the crew accomplishes their mission, Caspian returns to Narnia and the children are sent back to their world by Aslan.

C. The Importance of Translation in the Arab World.

A plethora of translated works tend to bestow the original ones further prosperity for the fact that such works will enjoy a wider readership when translated. Marginality may be the fate of a wide range of civilisations if they do not allow interaction with others to take place with the help of various means such as translation. A case in point is the welcoming attitude that is embraced by the Arabic culture towards the contributions of other cultures. A great deal of Greek and Indian scientific as well as philosophical works is translated into Arabic which results in considerable developments in different fields. In addition, translation plays a key role in spreading Islam as prophet Muhammad, peace be upon him, used to look for translators who can render his letters into other languages in an effort to let non-Muslims convert to the new religion. Furthermore, the meanings of the Holy Qur'an are translated to non-Arabs in order for the message of Islam to be clear for them. Translation activities are noticed to reach its zenith during the Abbasid period which in turn helps to establish a new system of thought that becomes the foundation of the Arabic-Islamic culture. Realising the significance of translated materials in enriching various aspects of knowledge within the Arab world leads to the establishment of different organisations specialised in translation in an attempt to allow the Arabic readers to have a wider access to numerous works (Mehawesh, 2014).

D. Related Works

It is worth mentioning that there is a scarcity of research related to children's translated literature in the Arab World, yet there are some attempts to enhance people's awareness of such a vital issue. In his article, Madallel (2003) is basically concerned with translating children's literature in the Arab World. He analyses Al-Hajji's Bibliographical Guide to Arab Children's Books and finds that morality and didacticism are main themes of Arab children's literature. Furthermore, he argues that writing and translating for children is subject to many constraints especially if the source culture and the target one have nothing or little in common. Therefore, he is in favour of adopting some protective cultural measures during the process of translation into Arabic.

Exploring mistranslations caused by cultural and ideological differences between Arab and foreign cultures is Atiyya's main interest in her MA thesis (2010). She chooses Defoe's Robinson Crusoe as a Case Study. The analysis shows that although translators follow various translation strategies to bridge the gap between the source culture and the target one, they seem to neglect the unsuitability of many source text ideologies for the target readers. Moreover, it is found that gender and age should be taken into consideration when transferring an adult's text into one for children.

In the same vein, Dukmak (2012) analyses three books from the famous series of Harry Potter and their Arabic published translations, translated by three different translators, in order to reveal their translation norms. Her main concern is to investigate the treatment of cultural references, names, wordplay in the translation of children's literature

into Arabic. The end results demonstrate that there is no coordination between the three official translators and their translation norms fluctuate between adequacy and acceptability.

Believing in the necessity of adaptation in translating children's literature, Ratiba (2014) investigates to what extent adaption can be considered as a reliable translation technique and the difficulties associated with following such a strategy. The researcher analyses the translation of the short story "The Rose Tree" into Arabic and the findings manifest the importance of adapting children's books during the process of translation, as the constraints of the target culture should be taken into consideration and the recipients' ethical values must be preserved. The extent to which the original text should be modified varies according to the translator's view and how childhood is recognised. Nonetheless, there are some cases where adaptations can be seen unnecessary or negative.

III. RESEARCH METHODOLOGY

A. *The Data*

This study draws its data from three English novels that are translated into Arabic By Saeed Baz and are published in 2006 by Ophir (Amman, Jordan) . These books belong to a series known as "The Chronicles of Narnia" that is written by C.S Lewis. The first book is titled "The Lion , The Witch and The Wardrobe" and it is translated as "الأسد والساحرة وخزانة الملابس". The inclusion of this book under the study is significant since it can be considered as an introduction to the other two books where the beginning of the story takes place. The other two books are known as "Prince Caspian" and "The Voyage of The Dawn Treader" and they are translated as "الأمير كاسبيان" and "رحلة جواية الفجر". The three books are published in 2000 by HarperTrophy (New York, United states of America). They are selected as they are rich with items or expressions that are firmly anchored in English culture. Furthermore, they are translated into Arabic where most of the target readers belong to a conservative culture. Consequently, there are definitely wide array of expressions which can be alien or intolerable in the receiving culture.

B. *Research Purpose and Questions*

This study is aimed at examining how problematic cultural-specific items are treated during the process of translation. Trying to understand the way in which such items are dealt with will lead to the ultimate goal that is identifying the most preferable solutions that can be followed when translating children's literature in the Arab world. Hence, this research study seeks to answer the following questions.

- 1- What are the strategies adopted by the translator in translating culture-specific items in the books under the study?
- 2- Does the translator make different choices from one book to another in the series? Is there a consistency among the three books under the study?
- 3- What are the best strategies to translate such culture specific items within fantasy novels?

C. *Data Analysis and Procedure*

In an attempt to answer the previously mentioned research questions, a thorough analysis of the source texts as well as the target texts is conducted. It is intended to mark culture-specific items which are considered a rich source of problems. These items are seen vexing because they are missing in the receiving culture or they have a value that is different from that found in the source culture. Five categories of these culture-bound items are established to serve the goal of this study. These are personal names, mythological creatures, food items, religious expressions and idioms. Various items of each category are extracted and in most cases they are described in order to remove their ambiguity. After that, they are compared with their counterparts in the target text and the translation procedures used to render them are identified based on the theoretical models developed by (Davies, 2003) and (Newmark, 1988). This is followed by the evaluation stage where a number of factors are taken into account such as the advantages and disadvantages of the adopted translation strategy, the abiding by the receiving culture norms and conventions, the suitability to children's level of comprehension and innocence , the effect of the applied translation procedures on the quality of translation , the loss of meaning and aesthetical values or effects created carefully by the original author .The consistency in the followed translation strategies and foreignising or domesticating the target text are considered as well.

IV. TRANSLATION OF CULTURE-BOUND EXPRESSIONS

A. *Language and Culture*

Different nations are noticed to have dissimilar values, beliefs, morals, habits and behavioural conventions which seem to be transmitted from one generation to another. Consequently, it becomes apparent that many cultures exist all over the world and they vary from one place to another. Many scholars define the term "culture" differently which indicates the complexity of such a concept. For Taylor (1871) "culture includes beliefs, arts, skills, moralities, laws, traditions and behaviours that an individual gets from his own society"(p. 1). In the previous definition culture seems to be learned and shared by members of one group. Hofstede (1980) define culture as" the collective programming of the mind which distinguishes the members of one group from another" (p. 21-23). Bruner (1996) views culture as the toolkit for sense-making and communicating .For instance, the user of a language in a particular area is seen as a reflection of that community because language does not consist of merely vocabulary but it can convey the beliefs and

values of a culture. Hence, Bruner emphasizes the strong relationship between language use and culture. In fact, the meaning may not be grasped appropriately if the cultural context is not taken into consideration. Interestingly, different cultures can have different interpretations of the same symbol. For example, the white colour may be used as a symbol of happiness in some cultures, yet it can stand for sadness in other cultures. In addition, in Muslim communities, saying "in the name of God" at the beginning of each action to receive blessing from God may not be understood if such a language use is translated without its cultural context. Therefore, the linguistic choices of a certain social group are seen to be highly related to its culture and it will be almost impossible to encode such choices if the cultural environment is neglected. It can be noticed that language plays a key role in different societies and cultures since it is seen as the basic instrument by which a particular generation passes on its beliefs and customs to the other (Ilić, 2004, p. 3). In short, language is considered as a way of demonstrating a great deal of cultural norms and conventions that stand behind lots of linguistic practices such as greetings, expressing different kinds of feelings, opening and ending conversations and negotiating. Hence, a wide range of linguistic expressions are noticed to be shaped based on what a particular culture values or devalues.

B. Culture-bound Expressions

A). Names

Literary works seem to be full of proper nouns which are usually chosen carefully by the author in order to serve a particular end. Aixela (1996) divides culture-bound items into proper names and common expressions. For him, proper nouns can be split into conventional proper nouns that tend to be meaningless and loaded names by which he means those literary names that appear to be motivated and meaningful. In addition, he argues that names of the first group should be preserved in the translation except in those cases where conventional equivalents can be found in the target language. However, giving linguistic translations to loaded names is seen to be the best solution for him. Different translation strategies are followed to translate personal names and names of mythological creatures in the three selected novels.

a. Personal names

Example (1)

"Once there were four children whose names were Peter, Susan, Edmund and Lucy" (Lewis, 2000 p.3)

"عاش ذات زمان أربعة أولاد، أسماؤهم بطرس وسوزان وإدمون ولوسي" (بازر، 2005، 13)

It is noticed that the translator prefers to naturalize the first three personal names. However, he transliterates the personal name "Lucy". The preservation of these foreign names may reduce children's pleasurable reading experience due to their unfamiliarity with them. Nonetheless, naturalizing and transliterating these names are a manifestation of the exotic flavour which can help the reader understand that such events, beliefs and values found in these kinds of novels seem to exist in another community that is totally different from his/hers.

Example (2)

"Your father Adam's first wife, her they called Lilith" (Lewis, 2000, p.81)

"هي سليلة زوجة آدم أبيكم الأولى التي يدعونها ليليث" (بازر، 2005، 96)

Obviously, the translator uses two strategies to deal with the previously underlined name. He transliterates it and, at the same time, adds extra information as a footnote in order to deal with the ambiguity of this culture-bound item. He states that Lilith is Adam's first wife and she is one of the Jinn who leaves him and gets married to one of the giants. Consequently, Adam suffers from loneliness. Therefore, God sends Eve for him. Although he states that this is a reference to mythology, children may be affected negatively by such kind of information as they will not be knowledgeable enough to distinguish between reality and mythology. Furthermore, not all Muslim children who come across this information will have the chance to know the true story of Adam and Eve due to the fact that the way of bringing children up nowadays is different as most parents tend to be busy in their lives and they do not give much attention to reading the content of children's books to decide if they are good enough for them or not.

b. Names of mythological creatures

Children's stories usually appear to be rich with names of strange creatures which belong to mythological sources found in various cultures. These creatures embody the most important teachings and ideas of a particular society and are intended to transfer such teachings into other generations via the power of vivid imagery. It is worth noting that a great deal of western literature is based on Greek or Roman mythology (Godfrey, 2009, P.11-13). Hence, the child readers in the Arab world may face difficulty to grasp them and the reason which stands behind the presence of such weird creatures in children's narratives. Consequently, this kind of references can be seen as one of the most problematic culture-bound items which require a skilful way of rendering into the target culture. Here are some mythological creatures that are presented in the original texts.

Example (1)

"He was a Faun. And he saw Lucy, he gave such a start of surprise that he dropped all his parcels" (Lewis, 2000, 10)

"لقد كان فونًا. ولما رأى لوسي أجفل من المفاجأة و أوقع رزم الورق كلها" (بازر، 2005، 2)

One of the mythical creatures that can be found in the selected novels is the Faun that looks like a man from the waist upward but his legs are shaped like a goat's and instead of feet, he has goat's hoofs. The translator prefers to naturalize this reference in the target text. However, he does not add any extra information to the receptor. Although, there is some kind of description of this mythological creature in the source text that precedes the mention of his exact

name, the child reader may find such term vague or incomprehensible as he/she may come across such reference for the first time and needs further explanation of this culture-specific item.

Example (2)

"There is no trouble at all now between Telmarines, Dwarfs, Talking Beasts, Fauns and the rest" (Lewis, 2000, p.20) (باز, 2006, p. 35) "و ليس من مشكلة على الإطلاق بين التلماريين والأقزام والحيوانات الناطقة والفونات والآخرين أجمعين"

According to Oxford English Dictionary (2017), a dwarf is a member of a mythical race of short, stocky human-like creatures who are usually mentioned in fantasy literature. Literal translation seems to be the translation strategy applied by the translator when rendering the underlined reference. Preserving this item in the target culture will give the impression of unknown creature for the child readers and this can be a case where additional information should be provided. Nonetheless, maintaining such reference in the translated version provides the child with a golden opportunity to be open to other children's stories that exist in totally different cultures which can make him/her learn accept the other in spite of their unfamiliarity with them.

B). Food items

Admittedly, food items differ from one community to another which makes them representative of various cultures. Davies (2003), stresses the importance of food references in children's literature as they help the child to grasp the setting of the novel. Furthermore, they reinforce the credibility of the fantasy as they allow the imaginary part of the story to be built on the real one. Knowing that some food habits are unique to one nation and not to another justifies the fact that what is tolerable in one culture may be intolerable in another which necessitates the careful treatment of this type of culture-bound expressions during the process of translation. In what follows are some instances of how some food items are treated by the translator in the selected novels.

Example (1)

"And I do not see that it brings into the islands meat or bread or beer or wine or timber or cabbages or books or instruments of music or horses or armor or anything else worth having" (Lewis, 2000, p. 59).

"ولست أرى أنها تجلب إلى الجزر لحمًا أو خبزًا أو بيرة أو نبيذًا أو خشبًا أو ملفوفًا أو كتبًا أو آلات موسيقية أو سلاحًا أو أي شيء آخر يستحق حيازته" (باز, 2006, p. 77)

The word "beer" is translated as "بيرة". The previous item refers to an alcoholic drink made from malt and flavored with hops (Oxford dictionary, 2017). The translation strategy used to render this item seems to be naturalization. The translator's choice to preserve this item helps to show the foreignness of the source text. In addition, keeping such an item in the translated version is important as it is one of the details that helps the reader to distinguish the British context from other contexts. However, preserving such a reference as it is in the target culture may cause some kind of obscurity as the child may not be able to understand the meaning of this word. Therefore, replacing this item with one that is familiar to the receptor is sometimes considered better when it comes to translated children's literature.

Example (2)

"And there were hams and strings of onions hanging from the roof and against the walls were gum boots and oilskins" (Lewis, 2000, p. 73).

"وقد تدلت من السقف قطع من اللحم المقدد وبصل وعلقت على السقف أحذية ذات سيقان طويلة وأوعية جلدية" (باز, 2005, p. 87)

In Islam, pig's meat is prohibited as it has great negative effects on humans' health. Nonetheless, it is very popular in Western cultures. The word "hams" is globalized or replaced with a more neutral or general term that does not belong to a specific culture. The use of such functional equivalent and the avoidance of mentioning the fact that the word "ham" refers to pig's meat makes such reference acceptable to many readers with different cultural backgrounds, yet the receptors will not be able to know the real food item that is closely related to Western cultures. To put it in a nutshell, the translator is successful at preserving the conventions and norms of the Islamic and Arabic culture although such a treatment leads to the loss of the uniqueness of the source culture.

C). Religious expressions:

Since translation is considered a way of transferring the ideas and religious concepts from one society into another, the translation process will be very challenging. There will be many obstacles which need to be overcome especially when people of the two societies embrace two different religions. Religious expressions carry in them some cultural meaning and messages that appear to be unique to a particular community. Therefore, not any language user can understand them except the language native users. Dealing with religious expressions is not an easy task at all as there may be a lack of equivalences in the target culture. In addition, such kind of expressions are sensitive due to their holiness (Khammyseh, 2015). The official Arab translator seems to adopt various translation strategies when dealing with a number of religious expressions.

Example (1)

"By Jove, you are right, said Peter, and look there and there. It's trees all round. And this wet stuff is snow. Why I do believe we've got into Lucy's wood after all" (Lewis, 2000, p. 55).

"قال بطرس: عجباً! أنت على حق. ثم تطلعوا هنالك وهنالك: فالأشجار حوالينا من كل جهة. وهذه المادة الرطبة تلج. أعقدت أننا دخلنا غابة لوسي أخيراً" (باز, 2005, p. 68)

According to Oxford English dictionary (2017), Jove refers to a poetical equivalent of Jupiter which is the name of the highest deity of the ancient Romans. This expression seems to be a mild oath which is used to express surprise or emphasis. Clearly, the translator does not preserve such culture-bound expression in the translated version. Instead, he tries to use a functional equivalent for the source language word which shows that he prefers to translate such a

reference by using a culture-neutral item. The translator's attempt to overcome equivalence problems and cultural diversity by following the previously mentioned strategy seems to be a good one as such rendition does not violate the intended meaning.

Example (2)

"There , far to the East , was something twinkling and moving. "By gum!" whispered Peter to Susan , the sea!"(Lewis, 2000, p. 125)

"فهناك , بعيداً نحو الشرق , ظهر شيء يتوهج ويتموج . وهمس بطرس لسوزان : صدقيني إنه البحر!" (باز , 2005 , p. 141)

Interestingly enough, the religious expression "by gum" is substituted with "صدقيني". In fact, the source expression can be used either to express amazement or literally as a kind of swearing. In this context, it seems that such an expression is used by the speaker to prove that what he believes is true. Since the preservation of this exotic expression will not be acceptable to the target readers, let alone its unintelligibility, the translator decides to replace it with a culture-free item. Nonetheless, his rendition causes a kind of effect loss as swearing sounds to indicate the speaker's strong emphasis that he/she tells the truth whereas the translator's soft rendition simply conveys that someone asks another to believe him/her.

D). Idioms

It can be noticed that many languages have fixed expressions whose meanings cannot be inferred from the meaning of the individual words constituting them. These expressions are known as idioms and the way in which they are rendered occupies great significance in literary translation as they may increase the cultural gaps if they are not translated successfully. Since idioms are considered one of the aesthetic devices found in any piece of literary writing, they may be problematic for some translators (Khosravi & Khatib, 2012). In addition, they are seen as culture-specific items for which the translator may not find a suitable equivalent in the target culture. Translators use a number of translation strategies during the process of rendering idioms in an attempt to bridge the gap between the source as well as the target cultures.

Example (1)

"Mr. Beaver sat down quietly at the edge of the hole, looked hard into it , then suddenly shot in his paw , and before you could say Jack Robinson had whisked out a beautiful trout"(Lewis, 2000, p. 73).

"ثم قعد السيد سمور بهدوء عند حافة الحفرة وحدثق إلى داخلها تحديقاً , ثم أدخل مخبئه فجأة في الحفرة . وبأسرع من لمح البصر انتشل سمكة سلمون مرقطة براقة . وأعاد الكرة حتى جمع عدداً ممتازاً من السمك" (باز , 2005 , p. 87)

The translator renders the previous idiom into a non-identical idiom in the target culture but one which conveys the same meaning. Since the original idiom represents quickness, the translator can communicate the intended message of the source text expression (Oxford English Dictionary, 2017). In addition, localizing the former idiom contributes a lot to grasping the meaning and appreciating the aesthetical effect experienced by the source text readers.

Example (2)

"Please, your Majesty, said the Fox, we were given them And if I might make so bold as to drink your majesty's very good health"(Lewis, 2000, p. 115).

"فقال الثعلب : عفواً , يا صاحبة الجلالة! لقد أعطيت لنا هدايا . وإن كان لي أن استجريء فأشرب نخب صحة جلالتك الجيدة" (باز , 2005 , p. 131)

A different translation strategy is followed when rendering "to drink your majesty's very good health" which is translated as "أشرب نخب صحة جلالتك الجيدة". According to Oxford English Dictionary (2017), the previous idiom can be used to express one's good wishes for someone by raising one's glass and drinking a small amount. This concept seems to be totally missing in the Islamic culture. Hence, the translator may paraphrase the meaning as he cannot find an identical idiom in the target culture in both the form and the meaning. However, his used strategy fails to remove the ambiguity posed by such an idiom as the Muslim child reader will not be able to comprehend the intended meaning without additional information due to the absence of such practice in the target culture.

V. CONCLUSION

This study aimed at investigating how culture-bound expressions are dealt with in translating from English into Arabic. The fact that the world consists of various cultures which vary from one another leads to facing great challenges during any form of communication among people with different cultural backgrounds. These novels are targeted at children. Translating them into different languages makes them very famous and influential. Since the source texts belong to a language and culture that hold great dissimilarities with the target ones, they are considered to be rich sources of a wide array of perplexing concepts and expressions. The translation strategies adopted to render these intricate references are examined in order to find out to what extent the translator is felicitous as a cultural mediator. Light is spotted on the consequences of the translator's decisions in relation to both the original text as well as the target one. Thus, various aspects of the source and target texts are scrutinized and compared in an attempt to highlight the adequate and inadequate handling of these challenging items and pave the way for producing different literary works of high translation quality.

The first research question is aimed at identifying the strategies used by the translator to deal with the items that seem to be culture-specific. In an attempt to answer this question, different categories of culture-bound expressions are developed. Then, several examples of each category are extracted and the applied translation strategies are identified

with the help of the analysis models stated in chapter three. The findings of the analyses are discussed in the previous chapter.

The second research question is intended to find out whether there is a kind of consistency among the three books under the study. It is shown in the previous chapter that translation options differ considerably among the three books despite the fact that they are translated by the same translator. Inconsistency in translation is not only found among the categories but also amid different items of the same category.

The research last question tries to find out the best translation strategies that can be followed during the process of translating culture-bound expressions found in fantasy novels targeted at children. In spite of the inconsistency in the used translation strategies, the translator shows a high tendency towards foreignising the target text through retaining a great deal of exotic expressions without any attempt to manipulate them. In some cases, his decisions may be considered reasonable.

Nonetheless, there are other cases where his choices are not justifiable due to the availability of other options that will make the text more accessible to the target child readers. Although domesticating the source culture items can lead to the deformation of the original message and loss of meaning, there seems to be an urgent need for it sometimes. However, the translator should do his best to produce an adequate translation which does not deviate greatly from the original meaning and effects. In fact, being faithful to the source text author or adapting the original items to conform to the conventions and norms of the target culture appear to be a subject of controversy. As translation allows two different worlds to meet, translators should keep in mind the cultural sensitivity of some source items which necessitates their adaptation especially when the receptors are children with a cultural background that sounds to be full of restrictions. Nonetheless, there may be some exotic items which appear not to be loadable with ideological messages. Consequently, they can be retained, yet they should be accompanied with some explicit clarification that will help the child readers to widen their knowledge and at the same time their attention will be drawn to the foreignness of these items. It should be mentioned that fidelity may be sacrificed for the sake of creating the same delight experienced by the original readers. Thereupon, sometimes, domestication can be looked at as the best solution to deal with some problematic culture bound expressions. For instance, presenting foreign dishes in the translated version will fail to make the narrative enjoyable and appealing to the child readers because they are not common in their culture resulting in unequal effect. Unfortunately, there are many instances where the meaning is preserved at the expense of the items' artistic values. Since literary works are usually claimed to be read not only for gaining some kind of knowledge but also for entertaining and experiencing the beauty of language, translators must take these issues into their consideration while translating any piece of literary writing. Furthermore, the significance that each culture-bound expression occupies in both the source and target cultures should be determined in an attempt to help the translator identify the best solutions for rendering them. A compromise that includes the use of domestication and foreignisation translation strategies appears to be the ideal solution. In this way, the translator will keep the exotic flavour of the source language and culture which will contribute to raising children's awareness regarding other cultural peculiarities. He also can make the source texts apprehensible and acceptable to the target audience.

The results of this study can guide a lot of translation practitioners, educators, parents and censors who should guarantee that young readers' books are devoid of any unacceptable translation practices. It can be noticed that young readers' reactions towards various culture-bound items are not considered in this research study. Hence, prospective research studies which include children's responses are recommended.

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Translation Standards and Strategies for Trademark Names of Cosmetics*

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Abstract—With the development of the society and the improvement of the people's living standard, people have gradually realized the importance of the external image while paying attention to the "inner beauty", so the cosmetics are becoming more and more popular. Proper brand name translation can not only bring consumers the feeling of beauty, but also enhance the brand level and promote products in the invisible way. This paper discusses the translation criteria and Strategies of cosmetic brand names, hoping to contribute to the development of this field.

Index Terms—imported cosmetics brand names, translation criteria, translation strategies

I. INTRODUCTION

People are born with a keen thirst for good looks. Since ancient times, mankind has made unremitting efforts to beautify its own cosmetics, as an exquisite makeup not only shows a person's mental outlook, but also shapes his personal charm. China's cosmetics market has developed rapidly in recent years. Since 2014, China has become the fourth largest cosmetics market in the world, only behind the United States, Brazil and Japan. (Zhang, 2016) For the vast number of consumers in China, there are various cosmetic brands to be chosen from, no matter by online shopping or by offline shopping. The variety and efficiency of such products are amazing. According to the product features, cosmetics can be divided into seven categories: emulsion, powder, beauty, perfume, shampoo, hairdressing and efficacy. It is worth noting that in recent years, imported cosmetics have played an indispensable role in people's daily necessities. An attractive brand name will undoubtedly become a kind of intangible promotion, as it not only displays the product efficiency, but also improves the brand image, thus the purchase desire can be stimulated.

Though different people have different views about the translation strategy of cosmetic brand names, a same purpose they shared must be admitted, that is, to create a pleasant feeling and a good association for consumers to entice them to consume. On the basis of faithfulness to the original, Chinese translation should try to choose the words that can arouse Chinese consumers' good associations. When Chinese cosmetic products are sold to foreign countries, the translator should also try to choose Western women's favorite words and different cultural backgrounds and taboos should be taken into consideration as well. Therefore, it is particularly necessary to summarize the translation criteria and translation strategies of cosmetic brand names.

II. TRANSLATION STANDARDS FOR COSMETIC BRAND NAMES

The trademark is made up of words, figures, letters and numbers. It was a "mark" made by the ancient craftsmen on their own labor results, but today is mainly used to distinguish between brands or services. "A better name can even create tens of millions of dollars in sales. (Hu, 2006, p.10)" "When consumers judge the quality of products, they rely more on brand names than price and appearance. (Li, 2003, p.285)" As a brand name, cosmetic trademark must have its own characteristics and there are also some criteria for the translation of cosmetic brand names.

A. Content Faithfulness

Translation means transforming one language information into another. In order to accurately convey the information of the source language, faithfulness is often placed first, so the translator has to do a lot of preparatory work when translating the brand name of cosmetics, which includes understanding the culture, brand emphasis and market orientation of the company. For example, Shu Uemura is a famous Japanese cosmetic brand, and its founder is the pioneer of "fashion makeup", Mr. Shu Uemura, whose works are known for "bold colors" and "concept avant-garde". Up to this day, on the basis of scientific and technological innovation, the brand is still carrying out the concept of "nature, science and art", which combines elegance and simplicity as a whole, and is committed to creating skin care cosmetics with natural plant ingredients. The corresponding translation of Shu Uemura in China is "植村秀"

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(Zhicunxiu), which fully embodies the principle of faithfulness. First, “Shu” and “秀” (Xiu) are highly consistent in pronunciation. Secondly, “植” (Zhi) is easily associated with the “plant”, emphasizing the raw materials of the products are selected from natural herbs, which is mild and out of irritation, in other words, all of the makeup products are based on maintenance, so there is no need to worry about the skin burden. Meanwhile, “秀” (Xiu) is often used in some common words, such as “秀丽” (Xiuli, beautiful), “时装秀” (Shizhuangxiu, fashion show), etc. While expressing “beauty”, the usage of the word “秀” (Xiu) implies a tendency to be independent, unconventional and fashionable, which is in line with the psychological characteristics of women pursuing their inner true self. The information conveyed by these words precisely interprets the core connotation of Shu Uemura and shows the faithfulness of the translation.

B. *Language Conciseness*

After the reform and opening up, the living standard of the residents has been greatly improved. The rise of mechanized mass production and the popularity of the Internet speed up people's pace of life. According to psycholinguistic studies, people's judgments and reactions to high-frequency words are easier and quicker. In order to enhance the familiarity of brand names and their signs in the consumer's cognitive domain, translators should use high frequency words whenever possible. On the other hand, when the frequency of words is approximately the same, the degree of vocabulary cognition is related to the length of words. The longer the word, the slower the recognition speed. If a trademark must be remembered in the minds of consumers as quickly as possible, the principle of brevity is a necessity. In this era of efficiency, brand names that are concise, familiar, and easy to remember will absolutely play an important role way in pushing the brand to success. However, since the Chinese and Western languages belong to different language categories, there are obvious differences between languages, which often make the translation of the simple and powerful name of the original language translated into long and complex versions. For example, “Christian Dior” can be translated as “克里斯汀 迪奥” according to pronunciation. Considering the promotion of the brand, the translator deleted the four lengthy words in the front and revised the translation into “迪奥”. If the famous American brand “Summer's Eve” be translated directly, the translation work will be “夏天的前夕”, which is made up of five words. In contrast, the “夏依” used later is more short, exquisite and easy to remember. Similarly, some brands increase the identification of trademarks by deleting certain syllables, these brands include AMPHORA AROMATICS (安芙兰), Avene (雅漾), Mamonde (梦妆), Biotherm (碧欧泉), Artistry (雅姿), Laneige (兰芝).

C. *Language Optimization*

Language can dominate or regulate readers' thinking and emotional activities, just like a good name will leave a good impression on others. In the same way, a significant brand name of cosmetics will arouse the consumers' thought and emotion and even be unforgettable to consumers. For example, the literal interpretation of “Rejoice” is “joyful, celebrating”. If without any modification, there will be no sense of beauty, and the impression of the consumer will be discounted. In fact, the translation “飘柔” can make people think of a elegant beauty with soft hair ends and silky hair roots. Since this glorious picture is very impressive, “Rejoice” has become a well-known hairdressing brand. The original translation of the German skincare brand “NIVEA” is “能维雅”. “能” is a commendatory word, which means “ability and talent”, but the combination of “能” and skin care is hard to create a beautiful reverie. By contrast, the effect of “妮” on the beautification of the brand can appear. The left side of the Chinese character is “女”, so the product is visually related to women, the meaning is close to the female group, and the pronunciation is more beautiful. Therefore, these beautiful words are easier to get the favor of female groups. (Chen, 2006) The same is true in the transformation of the famous French brand “Clarins” from “克兰思” to “娇韵诗”.

D. *Cultural Adaptation*

Language is the carrier of culture. No language can isolate itself from culture and exist unilaterally. People from different countries have great differences in living environment, historical background, religious beliefs, customs and values. As a cross-cultural means of communication, the translation of brand names should be consistent with the aesthetic tastes of the audience. In the process of translation, cultural factors should be considered comprehensively, so that consumers can find more sense of belonging from the name of the brand. In other words, the translation of cosmetic brand names must be done in Rome as the Romans do. The translation of the famous international cosmetics brand “Revlon” is “露华浓”. This translation is as picturesque as a poem, which makes people think of verses in Li Bai's Plain Tune “云想衣裳花想容, 春风拂揽露华浓”. The original poem is used to describe Imperial Concubine Yang's beautiful look and costumes, which can be used to show the gorgeous feeling that make-up brings to people. The translation of “Make Up For Ever” (浮生若梦) comes from a poem of “Li Bai”, who was a poet of the Tang Dynasty. The corresponding verse is “浮生若梦, 为欢几何”. The Chinese translation of the Hollywood brand “Max Factor” is “蜜丝佛陀”, which has a strong Chinese characteristics. This method of citing allusions increases the sense of identity of the potential customers (Ren, 1994). In addition, “Kiss Me” is not translated directly into “吻我”, but translated as “奇士美”. The reason is that Chinese culture is implicit and euphemistic and the content of literal translation is too

straightforward, so “奇士美” is selected as the final translation to skillfully avoid embarrassment.

III. TRANSLATION STRATEGIES OF COSMETICS BRAND NAMES

A. *Transliteration*

Transliteration refers to the translation of source language by using Chinese characters with similar pronunciation by following the language rule with no ambiguity. (Wang, 1998) The greatest feature of transliteration is that it can retain the rhyme beauty of the original trademark and reflect the exotic or authentic characteristics of the product. This translation method can preserve the rhythm of the source language to the greatest extent, which is mainly applicable to the translation of two cultures without corresponding concepts, such as the cosmetic brands named after the name of the founder and origin. This method can not only be faithful to the original, but also make up for the cultural gap between the two languages in cross-cultural communication. Lu Xun once mentioned that it is a very normal and ordinary thing to translate a foreigner's name through transliteration. There are numerous such examples in cosmetic brand names translation. For instance, Bobbi Brown (波比布朗), Chanel (香奈儿), Kose (高丝), Givenchy (纪梵希), Burberry (巴宝莉), Bvlgari (宝格丽), VICHY (薇姿), Lancome (兰蔻), Pond's (旁氏), Estee Lauder (雅诗兰黛), Missha (谜尚), Proya (泊莱雅), Innisfree (悦诗风吟), IPSA (茵芙莎), Jurique (茱莉蔻), MaryKay (玫琳凯), etc. This translation method is simple and easy and the translation and brand are well matched and read smoothly, which are widely welcomed by international brands and consumers. Similarly, with the same pronunciation, the choice of elegant words can make the translation more colorful. For example, “雅诗兰黛” contains the meaning of “elegance”, “poetry”, “orchid-like temperament”, “appropriate makeup”, so a wonderful effect of “Pun” is created. It is worth mentioning that in the current cosmetics market; more than 80% of the trade names are less than six characters. The number of words in the translation is mainly about two or three, which is simple and easy to remember, and is also consistent with Chinese expression. However, if the names of some large brands of cosmetics are translated in accordance with the syllables, the number of translation words is easy to exceed the general scope, so it is necessary to use the provincial transliteration in the process of translation, such as Christian Dior (迪奥), Elizabeth Arden (雅顿), Bioderma (贝德玛). These translations are simplified from the original “克里斯汀迪奥”, “伊丽莎白雅顿”, “贝尔德玛”, and the short and exquisite words can easily shape the “brisk” brand image. In the age of the Internet, this transliteration of the omission of the superfluous syllables can save the time for consumers to memorize brands, in order to help consumers who are interested in brands understand products directly on the Internet, thereby enhancing brand recognition.

B. *Literal Translation*

The literal translation is to translate directly according to the name of the original cosmetics, in other words, it is translated into the same or similar target language according to the meaning of the original text. It is a common translation method in trademark translation, and is also an ideal translation method and the advantage of which is to convey the information and emotion of the original name accurately. Compared with rigid translation, this translation method maintains both the original content and the original form. Translation literally, if possible, or, appeal to free translation. Literal translation can keep the characteristics and style of the original, and avoid the “ultra vires” as much as possible. And if the original text of imported cosmetic trademark has corresponding concepts or objects in Chinese, this method will be more appropriate. The “Banana Boat”, which accounts for 5% of the world's sunscreen products, is literally translated into “香蕉船”. The similar translations include Ocean story (海洋传说), Nature Republic (自然乐园), Queen Helen (海伦皇后) etc. The translation of “Queen Helen” is not simply translated as “Queen Helen”. Instead, the order of translation is adjusted so as to make it more consistent with the expression of the target language. In addition, in order to pursue a more concise expression, the original translation can also be omitted in the literal translation process. For example, “Clé de Peau Beauté” should be literally translated into “开启美丽肌肤的钥匙” at first, but the final version is “肌肤之匙”. On the whole, this literal translation method has made little changes to the original meaning and the translation is more compatible with the composition, packaging and design of the product.

C. *Liberal Translation*

Liberal translation, also called innovative translation, is a translation method that only keeps the original content without confining to the original form. The translator only needs to translate the connotation of the brand. If great cultural differences exist in the source language and the target language and the translator cannot find the appropriate translation method according to the literal meaning, the liberal translation strategy can be adopted. However, liberal translation is not totally unconstrained. Translation is dancing in shackles. The “shackles” here are derived from internal factors such as the basic elements of the brand, cultural background, product advantages, and target customer. Some typical examples of liberal translation are collected here include Clinique (倩碧), Shiseido (资生堂), Neutrogena (露得清), La Roche-Posay (理肤泉). Through observation, it is difficult to see the relationship between the original and the target text intuitively, but the subtlety of these translations cannot be denied. For example, the target image of the “Shiseido” company is “the pioneer of eastern aesthetics and consciousness combined with Western technology and business practice”. The translation of “资生堂” is taken from the Book of Changes. It means praising the virtues of the

earth, as the earth has nurtured new life and created new values, which coincides with the brand's image position. Neutrogena, one of the top 100 most vibrant brands in the world, was first known for its use of a clean soap. This soap is not alkaline. When it is used, it will not cause any sense of comfort, on the contrary, the skin will return to normal pH after 11 minutes. With the purpose of "deep cleaning and effective oil control", the brand calls on people to embrace real self in their lives and show their real charm. The translation is a perfect interpretation of the enterprise concept.

D. Combined Translation Method

Combined translation method, as the term suggests, is a combination of various translation methods. According to the structure of the translation, it can be divided into three categories: the combination of transliteration and liberal translation, the combination of transliteration and literal translation and the combination of literal translation and liberal translation. This translation has a higher requirement for the comprehensive quality of the translator. A number of factors need to be taken into account in order to make the translation reach the maximum relevance to the original in the phonetic, semantic and expected values.

1. Combination of transliteration and liberal translation

This strategy is widely welcomed by a number of world-famous brands such as Biotherm (碧欧泉), Head & Shoulder (海飞丝), Momonde (梦妆). Take "Biotherm" for example, its products contain unique mineral living cytokines Life Plankton™, which is of high purity and high activity, and is surprisingly similar to the perfect state of skin cells, can play five important functions: uniform skin color, intensive moisturizing, increasing elasticity, repairing fine lines and relieving allergy. The first two words "碧欧" are transliteration of "Bio-", which is faithful to the original pronunciation and liberal translation method is adopted in "泉" to express the unique components of the product, so when consumers buy cosmetics, the picture in mind and brand image are more closely linked.

2. Combination of transliteration and literal translation

This translation method is common used in real life. The relevant examples include The Face Shop (菲诗小铺) and Etude House (伊蒂之屋). "Face" is translated into "菲诗" and "Etude" is translated into "伊蒂", which combines both aesthetic feeling and poetic quality. "Shop" and "House" are translated literally to "小铺" and "之屋", which appears to be more friendly to the common people. It also shows that the brand is cost-effective and suitable for all age groups.

3. Combination of literal translation and liberal translation

The combination of literal translation and liberal translation method can faithfully convey the original author's style and intention, and avoid "Translationese", these specific examples include Origins (悦木之源), La Mer (海蓝之谜), The Body Shop (美体小铺). Taking "Origins" as an example, the word itself means "source, origin (源头,起源)" and its brand culture is "protecting the earth, the environment, the animals, and advocating natural skin care". The "悦木" here means protecting trees and the translation reproduces the purity of commodities in the most natural way.

E. No Translation

The no translation method is often used when the original brand name is of simplicity and of both phonology and visual beauty. From the perspective of aesthetic psychology, people will emerge a kind of expectation while perceiving something with beautiful rhythm. Taking SK-II as an example, the pronunciation of the original name can bring about a sensation of beauty and the "-" in the middle makes the brand name distinctive and fashionable. In addition, the length of original brand name is perfect and the content is easy to remember, so non translation is a wise strategy. For instance, some brands like Kiko, Za, M.A.C, SK-II, DHC, LG, CK, HR, NYX, etc. also cater to the aesthetic taste of consumers by adopting non translation method, thus the language appeal of the brand name can be deepened.

IV. CONCLUSION

Since entering the new century, the competition in the cosmetics market has become increasingly fierce. On the one hand, the world's major cosmetic brands have launched global marketing in order to gain greater global market. On the other hand, after several years' development, cosmetics brands in China are also stepping up their internationalization, so the translation of brand names for cosmetics is becoming more and more frequent. In order to get the recognition of consumers in other countries and regions, the relevant translation must respect the culture of the host country, conform to the language habits of the target country and meet the consumer's aesthetic psychological needs, so as to win more consumers and markets. In the cosmetics industry, the translation of brand names with distinctive features is one of the favorable factors for businesses to compete in the international market. In order to achieve the purpose of marketing, the translator should make a good reserve of knowledge with the standard of "content faithfulness, language conciseness, content optimization, cultural adaptation" and translate based on specific practice in order to achieve the marketing goal of an enterprise.

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The Landscape Representation of the Anglo-Irish Cultural Estrangements in Bowen's *The Last September*

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Abstract—The isolation of the Anglo-Irish landscape is the geographical representation of the colonizer community's cultural estrangements since their settlement in Ireland till the 1920s. The depressing Irish landscape presented in the novel is a best expression of the existing state of the Anglo-Irish community: threatened, isolated, estranged and set in dilemma. The constituents and arrangements of the Anglo-Irish landscape: the Big House, its garden and the surroundings are actors who can tell the story about the living condition, social relationships and beliefs of the Anglo-Irish Ascendancy in the last days in Ireland.

Index Terms—Elizabeth Bowen, *The Last September*, the landscape representation, cultural estrangements

I. INTRODUCTION

From the perspective of cultural geography, the colonial landscape carries class consciousness and national identity “wrapped up in the estates of the landed property” and can be read as illustrations of the characters’ beliefs, values, and the political connotations, as well as their predicaments in *The Last September* (Mitchell D, 2000, p.119). Mike Crang believes that, the geographical elements “symbolize the division in rural life” and “the division of the landscapes” with the park and trees as “part of the complex constellation of meanings and values” (p.35-36). As Vera Kreilkamp writes, “such distances between the gentry home and the village [...] suggest both the social isolation and defensive self-sufficiency of Anglo-Irish life and the spatial barriers that the Big House had erected against Catholic Ireland by the early twentieth century” (1998, p.8–9). Place and time in those novels are not just the setting of backdrops for human behavior, but problematic, personified and metaphorized between lines and beyond lines.

II. THE ISOLATION OF COLONIAL LANDSCAPE

Between the protestant gentry and their tenants, there is always a gulf in position and power under the British colonization of Ireland since the 17th century. The Anglo-Irish community is privileged over the Irish population with their continued ownership of Irish land based on colonial relations. Their privileged position is enforced by the acres of vast land and those high solid Big Houses as symbols of power, position, as well as segregated isolation from the common vast Irish population. Bowen regards “isolation” as one of the most inherent and common characteristics of the Anglo-Irish manors no matter Bowen’s Court of the Bowens or Danielstown of the Naylor in the novel. They usually are located in a forest, or mass of trees in an “avenue under the beeches” (Bowen, 1998, p.206). Bowen ever describes the big houses in *Bowen’s Court*:

Each of these family homes, with its stables and farm and gardens deep in trees at the end of long avenues, is an island—and, like an island, a world. Sometimes for days together a family may not happen to leave its own demesne. ... Each of these houses, with its intense, centripetal life, is isolated by something very much more lasting than Persica, the physical fact of space: the isolation is innate; it is an affair of origin. (Bowen, 1984, p.19–20)

In Bowen’s memories, Bowen’s Court is isolated by the vast “farm and gardens deep in trees” with a distance at the end of long avenues. It’s more “an island” which is separated from the surrounding land. Excluded from the rural Irish population, the mansion thus lay in the midst of an insulating sea of turf, hidden by trees. Thomas Henn, another former resident of an ascendancy estate, emphasizes their isolation from the surroundings in Ireland: “The avenue that leads off the main road will be long, winding, perhaps as much as a mile” (1976, p.208). This distance between the gentry’s estate and the native Irish dwellings sets special barriers and indicates the isolation and estrangement, both geographical and social, of the Anglo-Irish community by the early 20th century. Such a distance is proved to be incomparable for they are symbols of imperial classifications and it is irresistible that the conflicts go into violence in the final stage of colonization. Bowen regards this “isolation” as one of the most inherent and prominent feature of the Big Houses, including Bowen’s Court of the Bowens and Danielstown of the Naylor.

A. *The Isolation of the Anglo-Irish Mansions*

The first landscape to be described in *The Last September* is the open, empty and isolated countryside. The narrative opens with an introduction of the open rural Cork land to the readers. This sense of openness, emptiness and isolation is

developed and maintained throughout the text primarily through the repeated expression of views seen from or of the big house. We find its loveliness, but more a world of divisions and separations: looking “from the steps over a bay of fields between the plantations”, there is “an ocean of space” (Bowen, 1998, p.36). Symbolically, the vast space between Danielstown and Peter Cooner’s farmhouse stands for the distance between the Anglo-Irish community and the Irish community, “between the conventional and the actual, accepted and excluded, the private life and the political” (Gill, 1987, p.55). Aloof from the villages, it lies within its demesne, sheltered by trees, backed by mountains. With vitality and devouring power, “the screen of trees that reached like an arm from behind the house—embracing the lawns, banks and terraces in mild ascent—had darkened, deepening into a forest” (Bowen, 1998, p.22). Lois watches it from a faraway road of the mountains:

Looking down, it seemed to Lois they lived in a forest; space of lawns blotted out in the pressure and dusk of trees. She wondered they were not smothered; then wondered still more that they were not afraid. Far from here, too, their isolation became apparent. The house seemed to be pressing down low in apprehension, hiding its face, as though it had her vision of where it was. It seemed to huddle its trees close in fright and amazement at the wide light lovely unloving country, the unwilling bosom whereon it was set. (Bowen, 1998, p.66)

Bowen depicted the smothering quality of the Big House in a way of landscape painting. As “the grey of the lawns, like smoke” steadily mounted the house, Lois looks down at Danielstown bathing in the kitchen smoke from the road above, feeling like the big house inhabitants “living in a forest”. While instead of a color of green, Bowen paints the picture with a “darkness” extending into the localized evening gloom; The demesne trees of Danielstown “make a dark formal square like a rug on the green country” (1998, p.66). The darkness, together with a silence Lois often suffers in Danielstown enforces a depressing nature of colonial landscape. Surrounded by lawns, trees and hidden in thick leaves, it is cut off from the lives of the tenants, displaying its stories of failure and declination. The houses become the most powerful narrative symbols in architectural forms telling the story better than personages. They house a big Anglo-Irish family and within its circle, and social activities such as dancing, card playing, tennis parties and conversations go on as usual with an exclusion from the outer world of conflicts by the rural proof of dense trees and vast lands. This art of presentation is more like Chinese wash painting which brings an art of tranquility. But here it presents more likely a bleakness and desolation of the Anglo-Irish manors.

This isolation is highlighted by the transport between the two neighboring big houses, Castle Isabel and Castle Trent, and the nearby garrison town of Clonmore. Remoteness lie between the sites and people need motor out to town and to go on the usual social routine among the big houses as the visits, lunches and tennis afternoons with the neighbours. And there is dependency on post and telecommunications for contact with the outside world. Cars are hired for excursions, news is brought by the postman, letters and telegrams relay information, and the nearest telephone is “six miles away” at the Ballyhinch post office (Bowen, 1998, p.78). There is much significance of telephones, radios, and newspapers in Bowen Anglo-Irish novels like *The Last September*, which serves to relay the tension between sociability and isolation. And Bowen’s emphasis on visiting and visitors can also be seen to heighten the isolated state of Danielstown.

With its architectural outer form and inner structure, the Anglo-Irish manor houses indicate a class separation and incompatibility between the two communities. Bowen conceives her Irish home, Bowen’s Court as a symbol of permanence and continuity, a refuge against the chaos of Nazi bombings. In “The Big House”, Bowen ever talks about the structure of the Big House: it was designed as “a social one...with huge public rooms and staircases”; “the servants’ lives were to be screened from or literally buried out of the sight of the social spaces of the house”, while of the out buildings only the stables “for horses ranked very highly” (Bowen, 1998, p.26-29). With a born pride, Bowen describes how she grew up in Dublin society as a child of the Anglo-Irish and how she spent the summer in Cork at Bowen’s Court. For her, the Catholics were aliens, who were simply “the others whose world lay alongside ours but never touched” (Bowen, 1986, p.25). The Anglo-Irish people are born with pride and a hierarchical notion although the landlords are kind to the tenants and they seem to be getting on well with each other. In its outer construction form, the big houses are higher in position than the Irish cabins in the basin fields, prominent from the surroundings. Seen from above, Danielstown is the “highest of all with toppling immanence, like a cliff” (Bowen, 1998, p.30) and white in color, surrounded by the thick leaves of the far-reaching trees, isolating itself with the rest of the land where the Irish dwellers live. When Bowen’s close friend Seán O’Faoláin read *The Last September* in the 1930’s, he thinks “the wall between Danielstown and Peter Conner’s farm” was “as high as ever” (Bowen, 1998, p.5). The high solid wall serves as a manmade obstacle between the two groups of people.

B. *The Separation of the Irish Landscape*

Far away from the Big Houses is the world of Irish peasants and tenants, whose landscape is always hovered by a mist of fog and kitchen smoke “lying over the vague trees doubtfully” (Bowen, 1998, p.67). The Irish dwellings are smaller in size, lower in position, insignificant in social existence. The Irish Catholic tenants are the minor characters impressionistic in *The Last September*, whose role is to suffer poverty, disease and death in wars. There are a tenant Peter Conner in a smoky cabin, a local rebel and his mother, a laundress at Castle Isabel, a gardener’s son at Castle Trent, a neighbouring Mrs. Gegan, and the postman and postmistress at Ballyhinch. Their minimal interaction with the Anglo-Irish people does occur in the narrative of the novel to intensify an isolated situation of the Anglo-Irish from the wider human landscape of the time. Kitchen smoke, massed trees, and shadow of sunset protect the cabins from the Big

Houses of their landlords. The native population and their way of life are kept invisible within the Anglo-Irish manors. With a big distance in space, position and relationship, there are not much intercourse and radical aggressions by the natives. In doing so, the text captures the artery of the desolation in this Irish landscape. Both parties of space seem to have been cursed by history, with a deep sense of isolation and indifference.

The isolated landscape, together with a separated situation of the Anglo-Irish, dramatizes the tensions between several social groups: the Anglo-Irish Ascendancy, the Irish peasants, the Protestant ascendancy gentry, a growing Catholic middle class; and the mass of indigenous, rural Catholic tenantry. There flows undercurrent of hostility from the Irish for only those in lower position can feel the agony to be servants under colonialism. Whatsoever, it is nationalism, colonialism, religion, class and history that makes such a situation of isolation of the Anglo-Irish and the depressing spaces are the artistic representation of the Anglo-Irish predicaments. This landscape, which is typical to all Big Houses, metaphorically symbolizes the ascendancy's social isolation from the local Irish community. In her later fiction, Bowen extends her symbols of isolation and rootlessness in urban houses, city flat, provincial villas, forlorn hotels, country cottages in *To the North*, *The Death of the Heart* and *The House in Paris* etc.

By this natural separation in geography and in atmosphere, Bowen transmits a sympathetic feeling more than blames towards her ancestors. The pattern of the Big House accommodates Bowen's Anglo-Irish family with a natural segregation between master and servants, the landlords and the native Irish. Bowen clears the air in *Bowen's Court* that, the majority of the Irish people are treated with respect and tolerance. The property-owning ascendancy class gets their elegant domination and are "ruling" the Irish in a rational and humanistic way based on their morals and disciplines. The gentry are still considered by the Irish "anathema": "they could buy service; they could not buy good regard. They were confronted everywhere by cryptic faces or disparaging smiles. The vanished old order still held the country people in a thrall of feeling" (Bowen, 1984, p.87). A neighboring Catholic George O'Brien, who lives in an Irish village near Bowen's Court, offers his attitudes for the ascendancy: the conquerors of his land were rapidly brutalized than civilized by the land" and "once ownership became a synonym for living—then the beauty turned terrible" (Bowen, 1984, p.83). For the Irish, the Big House evoked memories of exploitation and injustice, and even a remote and glamorous power as social position and wealth.

III. THE AMBIVALENCE OF THE ANGLO-IRISH COMMUNITY

Moreover, such a depressing landscape of isolation symbolizes the "ambivalence" between British and Irish identities of the Anglo-Irish community. The term ambivalence is "first developed in psychoanalysis to describe a continual fluctuation between wanting one thing and wanting its opposite" and is adopted into colonial discourse theory by Homi Bhabha and describes "the complex mix of attraction and repulsion that characterizes the relationship between colonizer and colonized" (Ashcroft et al., 2007, p.10). Bowen describes their ambivalent situation in the preface to the second edition of *The Last September*, "inherited loyalty to Britain—where their sons were schooled, in whose wars their sons had for generations fought, and to which they owed their 'Ascendancy' lands and power—pulled them one way; their own temperamental Irishness, the other" (Bowen, 1962, p.202). By origin, they are mainly the Protestant Ascendancy who own the land, estate and influence to English domination, and owe a loyalty to the Crown. They get their every relation with the mother land with the younger generations studying in England and fighting for England. The Anglo-Irish never feels completely at home in either culture. Among the English, they felt Irish and among the Irish, they felt English. With an unloving mother England and a refusal stepmother Ireland, the Anglo-Irish is destined to be lonely, expelled and executed in history. They swing frequently between the two and always suffer from cultural and identical estrangements since they set their feet on this land. Such is also the case for Bowen herself. Hermione Lee argues that Bowen deals with this dual citizenship of Bowen by deciding to "live the most Anglicized kind of Anglo-Irish life, to write as much of English themes, and out of English and European influences, as of Ireland, and to submit, thus, in her art as well as in her life, to the disappearance of the Ascendancy" (1999, p.42).

The Naylor family in *The Last September* get all kinds of connections with Britain. And like other Anglo-Irish family, they tend to believe in the British education and send their children educated in English universities. Laurence is such an Oxford student who is so intellectual and sarcastic that Francie "had no idea how to talk to him" (Bowen, 1998, p.21). The Naylor family in the novel get mingled with two cultures and have formed a romantic, stabilized and "harmonious" lord-and-tenant relationship with the surrounding communities. They know well the local Irish family, the Connors from generations and are very kind to their tenants. There is no doubt Mr. Richard and Lady Myra Naylor are the respective patriarch and matriarch of Danielstown and ideally kind landlords to the Irish peasants. They are more willing to stay in Ireland as long as they can if history permits. When the Anglo-Irish community is becoming more and more Irish-Irish, they are losing their features of their Britishness. In a time of wars between the two groups, the Anglo-Irish people's position and attitude become awkward and feel an inability to fit in either Irish or English society. They get used to the mixture of two but can never find a proper position for themselves. The Anglo-Irishness indicates a mixture of the two parties, as well a state of identity ambivalence and cultural estrangements.

The Naylor family are representatives of a typical Ascendancy family in many Anglo-Irish literary creations: a weak father and an influential mother who interferes and controls in every scene, which indicates the paralysis of the Anglo-Irish. Here is a "Richard who could hardly handle a jug without dropping it and Myra who would not have him otherwise" (Bowen, 1998, p.18). Richard cares nothing about Lois's love affair with young subaltern Gerald, while Myra tries to

interfere and even to put a stop to it. Marda, another visitor to Danielstown judges that “there is something in Lady Naylor’s eye: a despairing optimism” (Bowen, 1998, p.81). She is talkative and strong determined, while Sir. Richard often becomes invisible in many conversations. Otherwise he would be interrupted by Lady Naylor. Richard gets no English confidence and arrogance, and is rather more Irish in his weakness and snobbishness. Through her way of speaking and her interference with everything in Danielstown, Lady Naylor sets herself as a male role in the family. The Anglo-Irish parallels with the Naylor’s of Danielstown: weak, aged, childless and doomed. The fruitlessness is the most brutal curse for the English imperialism on the land of Ireland.

The Anglo-Irish community’s political and social ambivalence and their individual identity dilemma are best illustrated by a quality of hospitality, their “not-noticing” policy towards wars and the individual experience of predicaments. As intruders and landlords in Ireland for hundreds of years, the Anglo-Irish get rooted in Irish soil with a conflicted feeling of ambivalence, whereas the Irish attitude toward the Anglo-Irish is in some cases more hostile, which can be derived from characters from *The Last September*: the hospitality of Sir Richard and Lady Myra Naylor versus the hostility of the IRA gunman in the deserted mill. Most members of the Anglo-Irish Ascendancy do not feel a sense of Britishness which is irreconcilable with their Irish identity. Cyril Connelly, a friend of Bowen, feels it a “deadly insult” when he is teased by Anglo-Irish cousins for being English and he interprets it to mean “a combination of snobbery, stupidity, and lack of humour” (Glendinning, 1978, p.16). In contrast, he prefers to be Irish in nature and he believes the Anglo-Irish are “better born, but less snobbish; cleverer than English and fonder of horses; they were poorer no doubt but with a poverty that brought into relief their natural aristocracy” (Glendinning, 1978, p.16). The complicated nature of the Anglo-Irish’s hybrid identity gives them mixed feelings about their relationship to the English.

A. *The Hospitality Code of the Anglo-Irish*

First of all, their cultural estrangements are illustrated by the hospitality tradition in Danielstown, which is traced down from their English gentleman ethic and a patently communal virtue as the “refinement and ritualization of neighbourliness into patterns to grace the interactions of everyday life” (DiBattista, 2007, p.227). In the midst of the Anglo-Irish War and the world outside Danielstown is filled with guns and death, turbulence and unease, violence and destruction, while the routine life of the Naylor’s as visiting, parties, love and hate going on as usual in the community. The stylistic hospitality governs the community and the politeness preserves a culturally coherent life style in the big house. The principle of approaching pleasure emerges and becomes the governing ethic of the big house during a time of turbulence. The Big House is a space planned for “hospitality above all”, aspired to transform the Ascendancy’s historical aloofness into a hospitable accommodation with the situation (Bowen, 1986, p.26). With a habit of hospitality, the gentry’s house molded by Bowen is a lovely, isolated Big House which functions as the stage, a symbol, a metaphor, and most of the time, a character in Bowen’s fictional world. It opens always for strangers and the stranger is the friend in this ethic of hospitality. The narrative of the novel opens with a hospitable welcome for the nostalgic return of the family friends long-time friends, Hugo and Francie Montmorency, after an absence of twelve years; it closes with the burning down of the house after a raid; and in the middle, it is filled with three arrivals and departures of the visitors from the manor house. Together with its master, the big house makes the effort to remain hospitable by its interactions with its many visitors.

During the time of troubles, there are still frequent arrivals and departures of the characters to and from Danielstown in Cork: The arrivals of the Montmorencies, the visit of Miss Norton and the departure of Gerald, construct a spatial frame, as well as a social net for the characters. The Big House welcomes the Montmorencies more warmly than its owners in a hospital way: “All the way up the house the windows were open; light came diagonally from window to window through corner rooms...the mansion piled itself up in silence over the Montmorencies’ voices” (Bowen, 1998, p.8). Sometimes silent, in comparison to the loud greetings below stairs, the house opens not only its doors to the newcomers, but its windows also to embrace the exhausted travelers. Its natural light upstairs comes to the corner rooms suggesting a sense of hospitality which it manages maintain to the very end when “the door stood open hospitably upon a furnace” (Bowen, 1998, p.206). Here come Hugo and Francie Montmorency, with much “dust” brought from faraway England. Full of dust of the long journey, they “swept in” and “their exclamations, constricted suddenly, filling the hall” (Bowen, 1998, p.8). Adrift in corners of the world and moving between the various homes of their close acquaintances, the Montmorencies belong to Bowen’s drifting characters in many of her fictions. After a long journey to Ireland, the word “dust” is repeatedly uttered by Mrs. Montmorency. “Aren’t we too terribly dusty!” And a tired look came down at the back of her eyes at the thought of how dusty she was.” (Bowen, 1998, p.7) And when Lois is talking about Francie with Laurence, she says, “And she would do nothing but say she was dusty, and of course she was dusty, so there was nothing for me to say”. Dusty is the wariness of the travel, and it is also the dead ashes of the travelers’ heart.

B. *The “Not-noticing” Code of the Anglo-Irish*

Second of all, the Anglo-Irish holds “not-noticing” code as their defensive policy to cope with their ambivalent position and cultural estrangement predicaments in wartime Ireland. Corcoran declares that this refusal to admit the reality of war and the ascendancy’s decline are a part of the Big House culture: “‘not noticing’ the reality of their circumstances” is “a refusal to admit to the fact that an increasingly appalling guerrilla war is about to extirpate them for ever from the land they have lived on for generations” (2004, p.46). Towards the crucial national tensions and

conflicts outside the big house, the Naylor would rather bury their heads in the sand towards reality. They would “never listen” and “made it a rule not to talk, either” (Bowen, 1998, p.26). Euphemisms like “things” or “it” are usually used as a substitute for wars, guns and troubles. When Laurence claims things seem to be “closing in” and “rolling up”, Lady Naylor interrupts him by “Ssh!” She refuses to admit the crucial situation outside by assuming “all young men from Oxford exaggerate” (Bowen, 1998, p.25). Upon the approaching collisions between Anglo-Irish and Catholic society and ignorant of political and social realities, they pretend to be in continuity of their Anglo-Irish life. Wars are happening ups and downs, though not intentionally depicted, while Sir Richard cares much about “how much of his corn had been ‘laid’ by the rain last night” (Bowen, 1998, p.79). He notices the leaves of the corn, the smell of the tees, a wall of moisture and the vapors trailed on the sky, but he doesn’t know how the war is going. Anglo-Irish landlords are more like the sandwich biscuit in wartime, holding this typical philosophy of escaping. Sir Richard is neither like an Englishman, nor an Irish in his way of performance. Thus, outside wars and conflicts rise one after another, the Naylor continue their decorous and civilized life, plugging their ears against the outside disturbance and continue to behave as usual as if nothing bad is happening. This art of living by “not noticing” reflects the Anglo-Irish ascendancy’s political blindness and their political unconsciousness.

C. *Individual Identical Dilemma*

And finally, The Anglo-Irish cultural estrangements can be explained by individual experience of identical dilemma. Meaninglessness of existence in a context of colonial conflicts is the core of the modernist crisis for the Anglo-Irish: “the abrupt break in the pattern of history, the loss of confidence in the autonomous personality, the discontinuity of the self and the uncertainty of its contact with the outside world, the failure of social contact and communication” (Coates, 1990, p.213). Lois and Laurence are the representatives of the sober-minded and self-conscious Anglo-Irish adolescence, who sees no sense of belonging here in an Irish world and a clear future there out of the Irish land. On the contrasts, the older generations endeavor to keep the big house living style like the Naylor. Some are in a state of withering ghosts like the Montmorency couple. Hugo, with a lost love died in Danielstown, returns from a prosperous life in Canada with Francie back to Danielstown nostalgically for consolation.

Lois’s ambivalence about her Anglo-Irishness can be read as the ambiguous status of the Anglo-Irish in general: torn between historical and religious ties, complicated in a national feeling linking England with Ireland. Like the Irish dominated by Anglo-Irish landlords, Lois, too, is a colonized subject, confined within Danielstown, and controlled by the Naylor’s rigid Big House code. She desires an emotional fullness but finds she cannot connect herself with the events outside the house. As the niece of the Big House, her self-consciousness and rebellious nature like her dead mother make her to think independently, but trapped by the confinement represented by Danielstown. The Anglo-Irish Lois and the English soldier Gerald are representatives of the irreconcilable powers which have gone too far from each other. Lois is for the Anglo-Irish and Gerald is a personal embodiment of British imperialism. Their brief love affair with Gerald Lesworth can be considered as “a microcosm of the larger political and social conflicts developed in the book” (Jordan, 1992, p.49). Their union is destined to fall into a state of estrangements and dilemma, which has gone beyond personal relations. As a blind guardian of the British imperial order, Gerald personifies British imperialist dominance. When Laurence asks Gerald his personal opinion about the current situation in Ireland, he replies, “Well, the situation’s rotten. But right *is* right...form the point of view of civilization” (Bowen, 1998, p.92). He thinks the British is rather civilized and he is out here doing a just thing “to hunt and shoot the Irish” (Bowen, 1998, p.93). In relation with Gerald, Lois falls into her own revelry feeling “cold”, “lonely” and “vacant” when Gerald tries to kiss her in the hut. She cannot respond to Gerald’s desire in an adult way. Between bursts of laughter, she feels Gerald “look at her lips, at her arms, at her dress like a ghost, with nostalgic and cold curiosity” (Bowen, 1998, p.158). The love and proposals from Gerald provides no consolations for her loneliness and her sense of uncertainty due to his dominating imperialistic and sexual exploitative attitudes towards her. So in the end, Bowen endows her with a promising space—an art school in France, as Elizabeth Bowen has does, leaving the Naylor watching the burning house into wreckage.

IV. CONCLUSION

To sum up, the isolated colonial landscape in *The Last September* is the metaphorical representation of the characters’ estranged state of living. Characters are colonized subjects like Ireland itself, confined within a colonial estate, Danielstown, and the rigid Big House code. Personal ambivalent predicaments have gone into the realm of the Anglo-Irish community’s field. As the planters, landlords, colonizers, they keep the hospitality tradition of the Big House, hold not-noticing code for the social turbulence and political wars. Whist they are suffering from the cultural estrangements of identity ambiguity but finds no way out, waiting for the coming of the doom days. Bowen employs an art of ink painting in representing the spatial elements to symbolize the isolated state of the Anglo-Irish ascendancy community. Starting from a vast, open, isolated colonial countryside, she constructs the separated, classified and independent spaces for the Anglo-Irish and the Irish. The Big House, isolated, threatened, estranged, and set in a historical situation of dilemma, together with its masters, stands in Ireland lonely waiting for its execution in the end.

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A Study on EFL Teaching Affecting Chinese Cultural Tourism

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Abstract—This research article is focused on presenting research studies related to English teaching as a foreign language in educational institutes; secondary and higher education levels in China so as to acquire whether there is weakness and strength or not. This research is conducted in Thailand and Beijing municipality, People's Republic of China. The duration of research is 90 days; 80 days in Thailand and 10 days in People's Republic of China. The sample size of 30 persons is chosen with the purposive sampling method. The research instruments consist of questionnaire, focus group interview and evaluating form from participatory. The researcher conducts analysis for both qualitative and quantitative data with a SWOT analysis technique; strengths, weaknesses, opportunities, and threats. The research was found that the summary of opinion of youths who live in Beijing towards the importance of using English to elevate and develop cultural and wisdom tourism, The summary of Chinese youths' opinion towards the teaching and learning curriculum management of English for communication in Beijing municipality, secondary education level, The summary of level of Chinese youths opinion towards the teaching and learning curriculum management of English for communication in Beijing municipality, in a higher education level.

Index Terms—English teaching, curriculum, secondary and higher education

I. INTRODUCTION

This research article is focused on presenting research studies related to English teaching as a foreign language in educational institutes; secondary and higher education levels in China so as to acquire whether there is weakness and strength or not. Emphasis is placed on a study of state of problem based on many research studies indicating that most Chinese people are unable to use English language for communication. Though Chinese people have studied English, averagely 10 years per person, they cannot use English for communication with foreigners. With regards to this problem, in 2015 the Chinese government ordered Ministry of Education to draft a policy in encouraging people of all ages in the country, especially youths, to be able to pass placement tests of English for communication. Meanwhile, the Ministry of Education specifically arranges English Proficient Test Center (EPTC) to measure English literacy of Chinese people. However, based on the summary and processing test results in June 2016 and 2017, it was found that Chinese youths who attended EPTC whose age is between 15 – 21 had moderate degree of test results; ($\bar{x} = 3.30$) and ($\bar{x} = 3.38$) respectively.

With regards to the evaluation results mentioned above, the researcher is interested in conducting a research study concerning the state of problem about teaching and learning English as a foreign language that continually happens in China whose problem is similar to that of in Thailand as it is found that though teaching and learning English has been provided since kindergarten level, when people graduate from a higher education level and enter to the job market, most of Thai population cannot use English for communication efficiently. The research result from Anuwat Singiri (2015:78) revealed that the reason that youth and working population in Thailand cannot use English for communication though they have studied it for such a long time is that the educational system, curriculum and quality of teachers are not up to the standard they should be. Moreover, factors concerning budget allocation for employing foreign teachers holding teaching experience and professional mother-tongue teachers are not sufficient to meet the domestic demand.

The mentioned research result initiates the researcher to study about a model of teaching English as a foreign language in Beijing municipality, People's Republic of China so as to acquire which aspects curriculum users; school and university students, require from the government to improve and support budget in teaching and learning that will be beneficial to English teaching and learning affecting cultural tourism in Beijing municipality, People's Republic of China. Besides, the researcher would like to compare similarity and difference of a model of teaching English as a foreign language between China and Thailand in order to develop English education curriculum, Bachelor of Education, Nakhon Ratchasima Rajabhat University, Thailand for producing students to be qualified teachers to meet demand of educational institutes and be teachers who can teach students to use English efficiently in accordance with the standard governed by The Teachers Council of Thailand. In addition to the mentioned purposes, the researcher would like to study an English teaching guideline in China that supports creative economy framework development plan as stated in economic and social development plan of People's Republic of China for the year 2016 – 2020 to join the high-income countries. The 4th development part, the 6th section determined that youths and working population are the role model

who can use English language for welcoming international tourists efficiently so as to develop tourism economy of Beijing municipality to gain higher statistical development level with GDP 5.2 rising increasingly from the economic statistics in February 2015.

II. LITERATURE REVIEW

A. *Educational System in China These Days*

China's education system is set up by the central government and Ministry of Education is the supreme education administration body, which is responsible for carrying out related laws, regulations, guidelines and policies of the central government. All citizens must attend schools for at least nine year, known as the nine-year compulsory education; 6 years in elementary education level, and 3 years in junior secondary education level. It can be said that in China, the education is divided into 4 categories: 1) basic education, 2) vocational education, 3) higher education, and 4) adult education.

1. Basic education refers to primary education (6 years), junior and senior secondary education (6 years). The Chinese government gives high importance to basic education; the primary education starts at the age of 6 according to the compulsory education law.

2. Vocational education includes short term training courses. After 1980, the vocational education in China has been rapidly developed. At present, a situation of the growth of vocational education is changed; a study about fiscal policy, physical education and fine arts has a tendency to increase while a study in science seems to be declined. In 2005, there were about 6 millions students in vocational education.

3. Higher education means diploma degree, a bachelor's degree, a master's degree and all degree level education. Diploma degree education takes 2 – 3 years and the bachelor's degree requires 4 years. A bachelor of medicine takes 5 years similar to other fields, a master's degree take 2-3 years while a doctoral degree takes 3 years.

4. Adult education means different educations set up for adults and those who are not literate or other educations having similar models.

B. *Model of English Teaching in China*

English teaching approaches in China are similar to many countries having the model stressed on using English as a foreign language. The teaching models can be concluded as follow:

1. Grammar-translation method: it is an approach stressed on grammar rules and translation acts as an intermediary to enable students to understand lessons. Teachers tell and describe the rules and exception to students for memorizing including proper nouns and assign students to practice exercises being in line with those grammar rules. With regards to vocabulary, teachers teach many vocabularies at a time by telling Chinese translation words but do not ask students to use those vocabularies in sentences. Next, teachers ask students to write down each word in their notebooks, tell the meaning of each word while sometimes students are told to write down pronunciation. Teachers focus on reading and writing skills and measurement emphasizes on knowledge, memorizing, vocabularies, rules, and ability in translation. Teachers play important roles in this model and students can be only listeners.

2. Direct method: it is a teaching method focusing on listening and speaking skills to make understanding and then practicing reading and writing skills. It is believed that when students can listen and speak, they will be able to read and write more easily and faster. Therefore, most lessons comprise dialogue activities that allow students opportunities to use language to a great extent. Teachers play their roles in encouraging students to speak interactively and creating learning atmosphere or using instructional media that can support teaching and learning atmosphere. This method does not stress on grammar or rules. Teaching vocabulary is relied on describing a certain word in English while probably using instructional media or authentic materials to support teaching. Emphasis for measurement is placed on listening and speaking such as following instruction, pair work speaking activities, dictation, etc.

3. Audio-Lingual method: it is a teaching method based on linguistics and the structural view of language. The teaching is relied on natural approach; listening, speaking, reading, and writing, starting from simple to difficult things. Learners have to practice language repetitiously until they get familiar with and can speak automatically. Teachers have to be a good role model in using correct language for learners to imitate. Learners follow and practice what teachers teach from simple to difficult things. Teachers gather vocabularies and arrange in sentences so that learners can repeat after in different patterns. Emphasis is placed on practicing sentences rather than benefits. It can be seen that this method is not teaching for communication but for learning language in a classroom only.

4. Cognitive Code Learning Theory: this teaching method is based on the concept that language is a system of rules, understanding and expression. Once learners understand the form and meaning of language, they will be able to use language. As a result, teaching emphasizes all skills from the beginning without practicing listening and speaking before reading and writing as executed in the audio-lingual method. It depends on different requirement of learners. If learners would like to practice reading skill more than other skills, reading skill can be taught first. It is teaching that support learners to use their thought, intelligence, and have positive attitude towards English learning. Thai language plays important role in describing so that learners can speedily understand. This teaching method is similar to grammar-translation method that emphasis is placed on understanding and grammar rules but different in that this method gives

importance to listening-speaking. Measurement and evaluation in learners' language competence is based on fluency of language in each step.

5. Individualized Instruction: In relation to English teaching evolution, it can be seen that learners gradually turn their roles as receivers only to be participants in teaching. The teaching has been changed from teacher-centered to be student-centered approach. Teachers make attempt to allow students to explore knowledge according to their abilities as much as they can while teachers provide instructional media. With reference to self-study, teachers probably prepare guideline documents where correct answers are provided or assign students to find answers by themselves from programmed instruction, individualized instruction, computer-assisted instruction, and television-assisted instruction. Moreover, teachers may provide instructional media for students to learn on their own such as learning vocabularies from surrounding environments, etc.

6. Total Physical Response Method: this teaching approach gives importance to listening for understanding. Once listeners understand what they listen, they will be able to practice accordingly and remember well. In the beginning, students do not speak, they just only listen and follow instruction. Teachers play their role in directing students' behavior. When teaching is implemented for a while and students are ready to speak, teachers will then make a command to students, reading and writing will be taught afterwards. Spoken language is used in teaching. Students learn grammar and sentence structure as well as vocabulary more than other aspects and adhere to command sentences; students can clearly understand from gestures or body language and teachers can immediately know whether students understand or not from their respond to those command sentences. So, in order to achieve the goal of this teaching method, in the first place teachers have to practice along with students. Later, teachers can give commands only and know how to arrange commands from simple to difficult level. Teachers should not give new command too soon; 3 new commands should be made at a time. When students understand clearly, the other new 3 commands shall be made such as "Walk to the door, touch the door, go back to your seat." More difficult commands can be made such as Pam, go to the window. Then, teachers tell the whole class as "If Pam goes to the window, class stand up, please take out the book, read the book, etc.

7. Discussion Method: it is a teaching approach leading students to realize working in a team and brainstorming to take problem solutions into account, find out facts, practice students to be able to express their opinion and have self-confidence reasonably, practice students to be good listeners, well disciplined, patient to listen to other people's opinion. Teachers probably create a situation that students are going to attend a camping activity for 5 days and what kinds of items and personal belongings they have to prepare for it, teachers ask students to help make a discussion and summary in a form of a report and submit to teacher, etc.

8. Project Method: it is a teaching approach that allows students to attend an activity that students pay attention to or as assigned by teacher. Students implement their activities independently and teachers only suggest, assist, and follow up how students implement their activities; whether they can make any further progress or experience any obstacles or not, and teachers will evaluate students' achievement. This teaching method enables students to use language freely at a great extent and helps students possess good language development.

9. Community Language Learning: this teaching approach is different from others as it is a student-centered learning. Emphasis is placed on relationship between teachers and students, and relationship among students. Students feel that they are a part of a group. Each student is engaged in an activity and teachers become language advisors who encourage students to have creativity. Language usage focuses on communication, and what students learn can be applied in their everyday life. Students are taught to use sentence structures, vocabularies, and pronunciation according to the community language learning method without students' opposing. Teachers interact with their students at all times; relationship between teachers and students is considered very important. Learning outcome evaluation is conducted through an integrated evaluation method; students evaluate themselves by checking their learning and progress. If students make mistakes, teachers will make their attempt to correct those mistakes without threatening methods. Teachers probably correct mistakes by allowing students to repetitiously practice those tasks.

10. Communicative Approach: based on the fact, it has been found that though students learn thoroughly the structure of language, they cannot speak or communicate well. Consequently, linguists and those who involve with foreign language study oppose a new teaching approach-that is teaching for communication. It is believed that a language is not only a grammar system comprising pronunciation, vocabularies, and structure, but also a communication system. As a result, language teaching should enable learners to use language for communication. Learners should be taught to know not only models or structures of language since people use language as media for exchange and but also appropriate language usage in accordance with social situations through foreign teaching skills (English).

C. Related Research Studies

The researcher explored research studies related to this matter; William Bron (2014:145), a researcher from University of Hong Kong, conducted a research about teaching and learning English for communication in China for 6 months and found that students in elementary schools in China paid attention to teaching and learning English enormously since they had seen importance of English for communication with foreigners. However, students did not have self-confidence in using English for communication, with a moderate degree ($\bar{x}=3.25$). It was consistent with the research result about confident behavior in using English or other international languages for communication conducted

by Ning Young Wong (2012:76), which found that students in higher education level in China had high achievement scores in English for further study but they did not have skills in using English for trade negotiation or English for service sectors, with a moderate degree ($\bar{X}=3.43$).

III. SCOPE OF THE RESEARCH

A. Area of Study and Population in Research

This research is conducted in Thailand and Beijing municipality, People's Republic of China. The duration of research is 90 days; 80 days in Thailand and 10 days in People's Republic of China. The population is youths who live in Beijing municipality, totally 978,452 persons. The sample size of 30 persons is chosen with the purposive sampling method. The researcher calculates the appropriate sample size without probability. Cochran's sample size formula is used to calculate the sample size with a 95 percent confidence level and a statistical significance level of 0.05 (Kanlaya, 2006, p.74).

The researcher chooses 3 institutes under the direction of Chinese Academy of Social Science (CASS), with purposive random sampling. Those 3 institutes are 1. Rural Development Institute, 2. National Academy of Social Development Strategy, and 3. Institute of Foreign Literature. A field trip is made to collect primary and secondary data in Beijing municipality.

B. Research Instrument

The instruments determined to collect primary data can be divided into 3 types as follow:

1. Questionnaire: there are 3 points determining the research framework in questionnaires related to this research articles as follow:

1.1 To summarize level of opinion of youths who live in Beijing municipality, People's Republic of China towards the importance of using English to elevate and develop cultural and wisdom tourism.

1.2 To summarize level of opinion of Chinese youths towards the curriculum for teaching and learning of English for communication in Beijing municipality, secondary education level,

1.3 To summarize level of opinion of Chinese youths towards the curriculum for teaching and learning of English for communication in Beijing municipality, higher education level. The data obtained from the questionnaires are analyzed results before and after research is conducted according to Yonin principle (2010:45)

2. Focus Group Interview and In Depth Interview are used on studying the potential, state of problems, and situation of teaching and learning management English as a foreign language.

3. Evaluating form from participatory process is employed the technique called "knowledge management and participatory process in developing teaching and learning curriculum of English as a foreign language in People's Republic of China" in a form of focus group according to the conceptual framework of Sin Panpinit (2008:90).

C. Data Analysis

The researcher conducts analysis for both qualitative and quantitative data with a SWOT analysis technique; strengths, weaknesses, opportunities, and threats. Descriptive statistic such as frequency and percentage is employed to arrange the importance of problems and requirement of situation analysis. The tendency of curriculum development is analyzed with SWOT analysis technique according to Wichai Wongyai (2007: 67).

D. Language Used to Conduct the Research

English Language

IV. STUDY RESULTS

The researcher presents research results through 4 summary tables as follow

TABLE 1:
THE SUMMARY OF LEVEL OF OPINION OF YOUTHS LIVING IN BEIJING MUNICIPALITY OF PEOPLE'S REPUBLIC OF CHINA TOWARDS THE IMPORTANCE OF USING ENGLISH TO ELEVATE AND DEVELOPING CULTURAL AND WISDOM TOURISM

Opinion	\bar{x}	S.D.	Level of importance	No.
English was more important for communicating with international tourist than any other international languages.	4.60	0.50	Highest	1
English played an important role in elevating and developing cultural and wisdom tourism of People's Republic of China.	4.27	0.45	Highest	2
English played an important role in helping tourists to access in-depth information about culture and ancient traditions of People's Republic of China.	4.17	0.38	High	3
Youths living in Beijing municipality of People's Republic of China, were capable of using English to communicate and facilitate international tourists.	4.10	0.31	High	4
Youths living in Beijing municipality of People's Republic of China were capable of using English to nicely describe information about cultural tourism to international tourists.	3.93	0.37	High	5
Total	4.21	0.46	Highest	

TABLE 2:

THE SUMMARY OF LEVEL OF OPINION OF CHINESE YOUTHS TOWARDS TEACHING AND LEARNING CURRICULUM MANAGEMENT OF ENGLISH FOR COMMUNICATION IN BEIJING MUNICIPALITY, SECONDARY EDUCATION LEVEL

Opinion	\bar{x}	S.D.	Level of importance	No.
Teaching and learning management emphasized the study of English grammar.	4.57	0.50	Highest	2
Teaching and learning management had efficiency in enhancing listening, speaking, reading, and writing skills	4.33	0.48	Highest	3
Teaching and learning management enhanced students to practice and have hands-on experience in communicating with foreigners	4.07	0.25	High	4
The total hours of English subject earned sufficient credits to develop English skills	4.67	0.48	Highest	1
Measurement and evaluation emphasized communication achievement	3.07	0.74	Moderate	5
Measurement and evaluation focused on test scores achievement to further study in a higher education level	3.00	0.70	Moderate	7
Teachers had high level knowledge and skills in using English language.	3.04	0.73	Moderate	6
Total	4.14	0.77	High	

TABLE 3:

THE SUMMARY OF LEVEL OF OPINION OF CHINESE YOUTHS TOWARDS TEACHING AND LEARNING CURRICULUM MANAGEMENT OF ENGLISH FOR COMMUNICATION IN BEIJING MUNICIPALITY, IN A HIGHER EDUCATION LEVEL.

Opinion	\bar{x}	S.D.	Level of importance	No.
The total hours of English subject earned sufficient credits to develop English skills	3.30	0.47	Moderate	5
Measurement and evaluation focused on test scores achievement to further study in a higher education level	4.43	0.94	Highest	2
Teaching and learning management emphasized the study of English grammar	4.83	0.38	Highest	1
Teachers had high level knowledge and skills in using English language	3.60	0.50	Moderate	3
Measurement and evaluation emphasized communication achievement	3.53	0.51	Moderate	4
Teaching and learning management had efficiency in enhancing listening, speaking, reading, and writing skills	3.28	0.45	Moderate	6
Teaching and learning management enhanced students to practice and have hands-on experience in communicating with foreigners.	3.25	0.42	Moderate	7
Total	3.94	0.83	High	

TABLE 4:

THE OUTCOME OF PARTICIPATORY GROUP PROCESS MANAGEMENT TO SUMMARIZE THREATS AND GUIDELINES TO PROBLEM SOLVING ABOUT TEACHING AND LEARNING MANAGEMENT IN PEOPLE'S REPUBLIC OF CHINA

No.	Threats	Guidelines to problem solving
1	Most Chinese youths could not use English for communication, especially speaking skills.	<ol style="list-style-type: none"> 1. The government should increase budget in employing more foreign teachers of English, in particular teachers from countries using English as a mother tongue. 2. The teaching that emphasizes grammar or placement tests should be decreased but more hours for teaching speaking for communication should be increased. 3. A curriculum of using English in real-life situations should be increased so that students can practice using English in everyday life naturally.
2	Most Chinese youths could not use English to recommend international tourists who pay a visit of cultural and wisdom tourism in People's Republic of China.	2. Ministry of Education of People's Republic of China should increase a curriculum of teaching English for cultural tourism so that students can learn English and contents of Chinese cultures at the same time.
3	Chinese Teachers did not hold sufficient experience in using English in foreign countries, which affect the way they can insert western languages and cultures to Chinese students and cause students to be in need of self-confidence in communicating with foreigners.	3. The Chinese government should increase budgets for sending Chinese teachers to attend more training about language and western cultures teaching, both domestic and international levels.

V. RESEARCH DISCUSSION

A. The Summary of Opinion of Youths Who Live in Beijing Municipality, People's Republic of China towards the Importance of Using English to Elevate and Develop Cultural and Wisdom Tourism

It was found that Chinese youth leaders thought that English plays more important role in communicating with international tourists than any other international languages, at an extreme degree ($\bar{x}=4.60$). English plays an important role in elevating and developing China cultural and wisdom tourism at an extreme degree ($\bar{x}=4.27$). English is important to help tourists access in-depth information about Chinese cultures and ancient traditions, at a high degree ($\bar{x}=4.17$). Youths living in Beijing municipality, People's Republic of China are capable of using English to

communicate and facilitate international tourists, at a high degree ($\bar{x}=4.10$). Youths living in Beijing municipality, People's Republic of China are capable of using English to well describe information about cultural tourism, at a high degree ($\bar{x}=3.93$) respectively.

B. The Summary of Chinese Youths' Opinion towards the Teaching and Learning Curriculum Management of English for Communication in Beijing Municipality, Secondary Education Level

It was found that the level of opinion of Chinese youths towards the teaching and learning curriculum management of English for communication in Beijing municipality, secondary education level is at a high degree ($\bar{x}=3.94$). Teaching and learning management emphasizing English grammar is at an extreme degree ($\bar{x}=4.83$). Measurement and evaluation focusing on test scores achievement to further higher education level is at an extreme degree ($\bar{x}=4.43$), and teachers have knowledge and skill in using English is at a moderate degree ($\bar{x}=3.60$). Measurement and evaluation stressing on communication achievement is at a moderate degree ($\bar{x}=3.53$). The total hours of English subject earn sufficient credits to develop English skills are at a moderate degree ($\bar{x}=3.30$). Teaching and learning management is efficient to enhance listening, speaking, reading, and writing skills at a moderate degree ($\bar{x}=3.28$), and teaching and learning management enhances students to practice and have hands-on experience to communicate with foreigners at a moderate degree ($\bar{x}=3.25$).

C. The Summary of Level of Chinese Youths Opinion towards the Teaching and Learning Curriculum Management of English for Communication in Beijing Municipality, in a Higher Education Level

It is found that the level of Chinese youths' opinion towards the teaching and learning curriculum management of English for communication in Beijing municipality, in a higher education level is at a high degree ($\bar{x}=3.94$). Teaching and learning emphasizing English grammar is at an extreme degree ($\bar{x}=4.83$). Measurement and evaluation focusing on test scores achievement to further study in a higher education level is at an extreme degree ($\bar{x}=4.43$), and teachers have knowledge and skills in using English is at a moderate degree ($\bar{x}=3.60$). Measurement and evaluation emphasizing communication achievement is at a moderate degree ($\bar{x}=3.53$). The total hours of English subject earn sufficient credits to develop English skills is at a moderate degree ($\bar{x}=3.30$). Teaching and learning is efficient to enhance listening, speaking, reading and writing skills is at a moderate degree ($\bar{x}=3.28$). Teaching and learning enhances students to practice and have hands-on experience to communicate with foreigners at a moderate degree ($\bar{x}=3.25$).

D. In-depth Interview Outcomes from Chinese Youth Leaders

The in-depth interview process management revealed that

1. Chinese youth leaders were aware of the importance of using English for communication in welcoming international tourists as it can greatly encourage tourism economy in Beijing municipality and other municipalities in People's Republic of China. They proposed to have regulations and increase of total hours of English subject for cultural tourism in economy and social development plan of People's Republic of China for 2016 – 2020. The problem that the research sample found was middle-aged people and the elderly hindered the learning of English and other international languages, which is considered a threat in developing the country in terms of tourism promotion.

2. Chinese youth leaders proposed the Chinese government to increase budgets for organizing English trainings or using innovation for self-study English learning so as to access the target group; the middle-aged people and the elderly. The training should be initially distributed to Beijing municipality and later to other municipality in People's Republic of China so as to develop teaching and learning English in parallel. The youths expect that if the Chinese government support those activities, people of all ages will be able to use English for communication better resulting in economic and social development as planned in economic and social development plan of People's Republic of China for 2016 – 2020.

VI. SUMMARY OF RESEARCH RESULTS

After the study is completely conducted, the researcher can summarize the research results as follow:

1. The system and achievement of teaching and learning management of English as a foreign language is similar to that of both secondary and higher education levels.

Based on the research results, it can be assumed that teaching and learning management of English as a foreign language in People's Republic of China emphasizes students to majorly learn grammars, the learning achievement is based on measurement of test scores for studying further in a higher education level, it is not measured from achievement or capability of students in communication approach. Though credits or total hours of English learning are sufficient, without practicing to use communication skills, students do not have self-confidence in using English to welcome international tourists. The other interesting point is that educational institutes in People's Republic of China are without the training that enables youths to have hands-on experience to practice communicating with international tourists.

It is consistent with the research result from Xing Zioung, a researcher in educational approach, who made a field trip to study and find guidelines to problem solving of students in Beijing municipality who cannot use English for

communication or for welcoming international tourists. The research result indicated that the reason that students did not have self-confidence in using English for communication was educational institutes received a policy from the Ministry of Education of People's Republic of China to stress on test scores achievement for studying further in a higher education level, at an extreme degree ($\bar{X}=4.83$).

It is also consistent with the research result from Houing Ching Zea, a researcher in educational approach from Western Language Institute, who conducted a research about problem solving of Chinese people who do not have self-confidence in using English for communication though they averagely study English 10 years per person. The research result was spent 6 month for the researcher to make a field trip to collect data about English teaching and learning management in 3 secondary schools and 3 higher educational institutes. The research results indicated that English teaching system in People's Republic of China emphasized grammars and examination for studying further in a higher education level, at a high degree ($\bar{X}=3.94$). Meanwhile, teachers gave importance to encouraging students' capability to use English for communication with foreigners, at a low degree ($\bar{X}=2.76$).

With reference to the research results and examples of related research studies, it can be summarized that the Chinese government should increase the importance of creating a curriculum that focuses on using English for communication rather than a curriculum emphasizing grammars which results in students' achievement for being able to pass examinations for higher education level but students cannot use English for communication; it becomes a threat to opening the country and economic development of People's Republic of China by using tourism as a key mechanism.

2. Chinese youths are aware of the importance of integration in using English for promoting cultural tourism in Beijing municipality, People's Republic of China.

Based on the research results mentioned above, it can be assumed that Chinese youths are aware of the importance of using English for communication with international tourists. They agree that English is a key factor in elevating and promoting cultural tourism, which at present People's Republic of China is one of the top ranking countries in the world that foreigners pay a visit since they would like to study about cultures, traditions, and local wisdom that have been inherited for 1,000 years. Besides, the country has numerous world heritage ancient sites such as the Great Wall of China, etc.

It is consistent with the research result of Mo Khon Min, a Chinese researcher, who studied a potential of cultural tourism from 2000 – 2017. The research result revealed that the number of western tourist travelling to conservative tourism in People's Republic of China increased by 50 percent each year. This resulted in the economic growth that was increasing by leaps and bounds. However, one of the threats was Chinese people could not use English for communication, which had effect on tourists not to have convenience in travelling or communication, at an extreme level ($\bar{X}=4.37$).

It is consistent with the research result of Myama Houng, a Chinese researcher in behavioral science in tourism, who surveyed opinions of European tourists about threats and problems found during travelling in People's Republic of China. The research result revealed that male European tourists required an increase of English information concerning travelling and transportation in the country, at a high degree ($\bar{X}=4.17$). It was in harmony with the information derived from female European tourists who required the police and information givers about tourism to be able to better use English as it could deliver contentment in travelling in the country, at a high degree ($\bar{X}=4.10$).

In relation to the research results and examples of research studies as mentioned above, it can be summarized that Chinese youths and new generation of people currently are aware of the importance of English teaching and learning management in a systematic manner that emphasizes students to be able to use English for communication with foreigners in their everyday life. If the numbers of Chinese people who can efficiently use English increase more than at present, a positive effect can happen to the economic growth of the country. Namely, international tourists can have relief and appropriate facilitation during their travelling in every municipality of the country. It results in the growing of economy and tourism that the Chinese government requires tourism industry to have higher GDP in 2020 by 5.92 compared to the revenue derived from tourism in 2017.

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An Analysis of the Quality of English Majors' Training in Local Colleges and Universities^{*}

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Abstract—This paper first introduces the relevant concepts and theoretical basis. Secondly, through the method of text analysis and questionnaire survey, we studied the current situation of the training of English Majors in our province, introduced the basic situation and development process, and summarized the existing problems and reasons. Finally, based on the analysis of the theoretical basis and research results, combined with the actual situation of our province, the targeted counter measures were studied from three aspects: scientific positioning, training objectives, strengthening the construction of professional teachers and strengthening the construction of professional courses.

Index Terms—local Colleges and Universities, English majors, talent training, quality

I. INTRODUCTION

Our college English majors have been in the history of 113 years. Over the past 100 years, especially since the reform and opening up, they have made great achievements over the past 30 years, and have provided a large number of excellent English talents in various fields. English continues to expand the scale, more and more people have the opportunity to receive higher education, but at the same time, also to the development of English Majors in China has brought many problems that can not be ignored, such as teachers can not guarantee can exactly match the increase in the number of students, the number of students of the speed of growth has brought many graduates employment, personnel training the problem of low quality, talent market oversupply. In recent years, there are English Majors in the top ten major of the national undergraduates' employment difficulties. In 2010, the number of unemployed people in English majors ranked the top. English major is no longer a hot major in the year.

The National Standard for Undergraduate Teaching Quality of English Majors clearly indicates that improving the quality of English Majors' training is the absolute principle. At the same time, it is suggested that all colleges and universities should develop their own talents training objectives and cultivate diversified excellent English talents. A series of policies of the party and the state indicate that the development of English Majors in Colleges and universities in China has entered a new stage with the improvement of the quality of talent training (An, 1999).

In view of the above contents, this paper studies the current situation of the quality of English Majors' training in Colleges and universities, and tries to find suggestions and Countermeasures to improve the quality of English Majors' training.

II. A REVIEW OF THE RESEARCH

Through combing the literature, we can draw the following conclusions: in the aspect of research content, there are many researches on the two aspects of the training of English majors and the quality of talents training in Colleges and universities at home and abroad, but there are few studies on the quality of English majors training in Colleges and Universities. In the research method, quantitative research on the subject is large, there are plenty of qualitative research, at the same time can be found on the theme of the foreign scholars for quantitative research, most scholars followed the traditional culture to discuss the thinking methods of English majors. In addition, most scholars at home and abroad focused on this topic and limited their knowledge in the field of pedagogy. They can appropriately introduce relevant knowledge of management, sociology and other similar disciplines, and enrich the research on this topic. Therefore, based on the research results at home and abroad, this paper will study the quality of English Majors' training in Colleges and universities in order to contribute to the theme of the quality of English Majors' training.

III. QUALITY OF HIGH EDUCATION AND TALENT TRAINING

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The concept of higher education quality refers to whether higher education can meet the needs of internal and external needs. In the extension, it includes the quality of personnel training, the quality of research, the quality of social services, and the quality of cultural heritage and innovation.

The quality of talent training refers to whether the talents trained in universities meet the requirements of the society, whether they can achieve their own goals, and include the process of personnel training activities.

The above two important concepts have different meanings and can not be confused. The university has four functions, which are functions of scientific research personnel training function, function, social services and the cultural inheritance and innovation of the title, so the quality of higher education quality in four aspects and four functions corresponding to the extension, including the quality of personnel training, scientific research quality, the quality of social services and the cultural inheritance and innovation quality. Therefore, the quality of talent training is only one of the quality of the quality of higher education (Chang & Zhao, 2013). It is a lower concept and can not confuse the two. In addition, the training of talents is the main task of colleges and universities, and the training of talents is the most basic and core function of the four functions of colleges and universities. Therefore, the quality of talent training is in the core position in the quality of higher education. The quality of scientific research and the quality of personnel training serve the quality of social service and the quality of cultural heritage and innovation. Therefore, the four qualities corresponding to the four functions are indispensable and complement each other.

IV. PROBLEMS AND REASONS FOR THE QUALITY OF TRAINING ENGLISH MAJORS IN COLLEGES AND UNIVERSITIES

A. *Problems and Reasons for the Training Goal of Professional Talents*

1. The convergence of the goal of talent cultivation

Through the survey, it was found that almost every institution in the province's 20 universities and colleges includes the English language foundation and a wide range of scientific and cultural knowledge as well as the ability to use English in foreign affairs and education. The departments of economy, trade, culture, science, technology, and military engaged in translation, teaching, management, research, and other work, and lacked distinctive features. Only a few of the teachers' colleges and other individual polytechnic and medical colleges and universities in the English majors have the goal of cultivating talents in line with their own types of colleges and universities. In general, the goal of talent cultivation for English majors in all types of institutions in the province is similar, and there is a lack of personalized content. At the same time, the training standards for English majors in various universities and colleges in this province are not compatible with the development needs of the local area. This has created a situation in which English graduates are difficult to find employment and English talents in urgent need of the society are in short supply.

2. The ignorance of the cultivation of humanistic quality in the cultivation of the goal expression of talent training

The Catalogue of Degree Conferring and Training of Talents discretely states that English majors belong to foreign language and literature majors, and English majors belong to the category of humanities. The survey found that only 26% of the colleges and universities stated clearly that English professionals should have high humanistic qualities in the expression of the objectives of training English majors in universities. We can conclude that the current formulation of the training target for English professionals ignores the cultivation of humanistic qualities, including literacy, cross-cultural communication skills, and so on, which is contrary to the tendency of the English language education profession itself.

The reasons behind it are probably the following aspects: first, with the coming of the knowledge economy era, pure language talents of pure literature can't meet the needs of the market, so it is necessary to cultivate compound talents. The humanities courses such as British and American literature is often regarded as the shadow or residue training mode monotechnic, scholastic talent, this is the slogan to cultivate talents misunderstanding. Secondly, mostly from the past College Upgraded to set up several new undergraduate colleges of English majors, the teachers themselves are relatively weak, their teachers on Humanities attention degree is low, and still follow the teaching mode and teaching method of college, do not pay attention to the humanistic quality of knowledge and thinking (Chang, 2015). Thirdly, in recent years, English majors are no longer the popular employment major in the past, but become the yellow card major of employment rather difficult, which leads to the utilitarian nature of English teachers and students.

3. The neglect of the cultivation of innovation ability in the cultivation of the target expression of talent cultivation

With the vigorous development of the social economy, the society is increasingly demanding innovative English professionals. Some of the key institutions of the English majors have spirit of innovation into the personnel training objectives, such as BFSU proposed to cultivate excellent with thinking and innovation ability; the proposed training English talents with innovation ability and global vision. Through the investigation, the concept of innovation is not mentioned in other colleges and universities except a few universities have clearly proposed the cultivation of creative talents.

The reason is that most of the students majoring in English in this province are mainly students in this province. Before entering the University, the basic English education is relatively weak, and their listening, speaking, reading and writing abilities are not high. Therefore, the training of English Majors in Colleges and universities in China still focuses on cultivating students' deep professional skills and knowledge, and has not yet been promoted to cultivate students' innovative spirit (Chen, 2013).

B. Problems and Causes of Professional Teaching Staff Construction

1. Unreasonable structure of teachers

Teachers are playing a key role in the training of talents. The structure of English professional teachers in the universities of the province is not reasonable. From the professional titles, most of the teachers in English major in Colleges and universities in the province are instructors and assistants, and professors and associate professors are few. Some of the old universities with strong comprehensive strength are better than the newly established universities in terms of quantity and quality of professors and associate professors. From the teacher's degree, English teachers a few new undergraduate colleges are mostly graduate students, received a degree of doctor teachers less, and there is a certain number of teachers for the undergraduate degree, and several old school English teachers of higher level, the door sill clearly set to teachers need to have Dr. in some degree, the school also requires teachers to have the relevant overseas experience. From the perspective of learning edge structure, it is found that most of the newly established universities in this province are graduated from the old schools in the province. They have overseas study experience and teachers who graduated from top universities in China. Therefore, English talents in different degree and academic level because of the level of regional economic development gap is not evenly distributed in different regions, such as a college English majors have the ability to teach such as linguistics translation, the quantity and the quality of the knowledge of English language teachers than other college English majors, most had no advantage at all. This is not conducive to the rapid and healthy development of English Majors in Colleges and universities.

The reason is that, first of all, several newly-built undergraduate colleges located in local cities were all technical colleges in the past, and the original teachers are also engaged in specialist education (He, 2004). Teachers' strength is relatively weak, and teaching and research are of a higher level. Most of the outstanding teachers were originally concentrated in several old schools in provincial capitals. The level of teaching and research of English teachers in these institutions is higher than that of newly established undergraduate English teachers. There is a big gap. Secondly, due to the gap in economic development between regions and whether the institutions themselves have a long history and strength, several old schools in provincial capitals are more attractive to outstanding English professionals than to newly-established universities in local cities. To be larger and easier to retain talents, which form a serious polarization of teacher resources in veteran institutions and newly-built undergraduate colleges (Hou, 2007).

2. The teaching method of teachers is single

The survey found that only 25% of the students were satisfied with their teaching methods and methods. 65% of the students said the class was boring, and the teachers' teaching methods were single. 4%, the students said that the teacher's lecture was boring, so they never listened to the teacher. Therefore, it can be concluded that the teaching methods used by teachers of English Majors in Colleges and universities in this province are relatively simple. Though the shortcomings of some teaching methods have been put forward for many years by experts and scholars, most teachers still use some old teaching methods and means, such as teaching method, and have few opportunities to communicate with students (Xia, 1999). The teachers about the use of multimedia tools, 77% English major students think teachers' classroom is in front of the PPT that English teachers echo what the books say, PPT was not the multimedia teaching means rationally and properly play its role.

The reason for this is that, first of all, in recent years, English majors in all colleges and universities in the province have generally expanded in size, and the number of students has increased. However, the number of teachers has not increased to the same extent, and the teacher-student ratio is seriously out of balance. In order to complete the established course content, most teachers have to take lectures. Secondly, new teaching methods often require more time, manpower, and material resources. Affected by the current utilitarian social atmosphere, some teachers lack enthusiasm for education, and burnout occurs early. The old teaching method is for teachers. Relatively familiar and relatively easy to operate, these teachers have no time to explore new teaching methods. Third, most of the current textbooks are old textbooks of the 1990s. Old textbooks have not been able to arouse teachers' new interests and passions. Some teachers have experienced job burnout, affecting their choice of teaching methods and greatly reducing the quality of teaching. In addition, because of funds, systems, and other reasons, teachers are seriously lacking the necessary on-the-job training. The concept of teacher education is outdated, and it also affects the innovation of teaching methods and methods.

3. The ability of teachers to study scientific research is low

Through the study, it is found that English Majors in other colleges and universities have lower scientific research ability. Teaching and scientific research complement each other and can not be absent from each other. If teachers only stay in the teaching level of teaching materials and do not carry out their own research, they can not go into the teaching content, and can not bring the students a broader vision (Hu, 1998).

The reason for this is that, in the first place, some colleges and universities which offer English majors do not pay much attention to the improvement of teachers' scientific research quality. Teachers seldom have the initiative to carry out scientific research consciousness. Secondly, the teachers in the new universities in the local cities are basically engaged in specialized education, and their scientific research ability is relatively low. In addition, the number of teachers is less, and the lack of academic leaders leads teachers to carry out rigorous scientific research activities.

C. Problems and Causes of Professional Curriculum Construction

1. The unreasonable structure of the courses

It is important for the students to master the basic knowledge and expand the knowledge. The survey found that most of the College English major courses in the province are short of time, which can not meet the requirements of *the New Syllabus*. The lack of time in professional courses will affect the quality of students' learning (Mao, 2012).

In terms of curriculum structure, although the courses offered by English Majors in universities and colleges now include specialized basic skills courses, specialized knowledge courses and related professional knowledge courses, the proportion of these three aspects is relatively unreasonable and scientific. Some college English major courses are mainly based on professional skill course, only in the third year and fourth year add two or three courses, such as linguistics, English and American literature courses, there is not a solid professional knowledge of basic skills students phenomenon.

The reason is that the level of teachers will directly affect the setting and arrangement of English major courses in Colleges and universities to a certain extent. First of all, according to the above analysis, the gap between teachers and students in Colleges and universities, English major proportion of teachers is weak, and because of natural and cultural reasons such as the introduction of talent is difficult, so in the curriculum, even if you can open many courses for English majors, but not enough teachers, some teachers themselves incapable of English and American literature professional course. Secondly, most of English teachers in Colleges and universities have single knowledge structure and have not yet kept pace with the times. They are not competent for some related professional knowledge courses, while other related professional teachers teach English majors, and they cannot get well connected with other courses of English majors (Pan, 1995). In addition, the concept of English teachers in some colleges and universities is old and backward. Relevant professional knowledge courses are not only nominal, but also affect the establishment and arrangement of basic skills courses and professional knowledge courses.

2. The lack of humanistic literacy courses

According to the above analysis, in addition to public courses, English Majors in Colleges and universities in the province of professional class hours, through further investigation found that in the professional course in Colleges and universities English curriculum will focus primarily on the basis of traditional English, pronunciation, grammar and basic courses, such as setting the course of British literature American literature class, western countries of course and other humanities class courses, not paid attention to (Si & Chen, 2015). Some new universities have even set up such courses as professional electives, and teachers and students have not enough energy to invest in them. In addition, only a few colleges and universities have a college Chinese course.

The reason for this problem is related to the current environment. Currently, teachers and students have serious utilitarian thoughts. They only use English as a tool, ignoring the cultivation of humanistic quality. For example, the English level certificate has become the baton of the student's study, and 75% of the teachers also indicate that the English proficiency test has an impact on the English major education.

3. The lack of social practice courses

The survey found that the proportion of minimal social practice courses for English Majors in Colleges and universities in the province, and social practice courses often cannot guarantee effect. The students only accept college classroom knowledge, not really go out of contact with society, improve the application ability of students are affected. Another example is the student, as the most important part of the social practice courses, the effect is also very difficult to guarantee.

The reason is that all colleges and universities with English majors do not attach importance to the construction of students' social practice courses. Secondly, the college students' practice system is not reasonable enough. Student internships are often arranged in the second semester of senior four. Students often rush around for postgraduate entrance examination, re examination, civil service and other job hunting at this stage (Wang, 2014). They are too busy to attend to the practice prescribed by the school, and practice is often a mere formality. And the colleges and universities stipulate that the students' practice time is short, and the students' social practice ability can not get good exercise and improvement.

V. COUNTERMEASURES TO IMPROVE THE QUALITY OF THE TRAINING OF ENGLISH MAJORS IN COLLEGES AND UNIVERSITIES

A. *Scientific Orientation Professional Training Target*

1. The expression of the goal of talent cultivation should reflect the commonness and individuality.

It is the first point for improving the quality of talent training to make accurate and scientific orientation for the training objectives of English Majors in Colleges and universities. The Ministry of education has repeatedly pointed out that foreign language majors should set up a scientific concept of training talents, and improve the quality of talent training as the most important and most important task. Therefore, English Majors in Colleges and universities should find their own characteristics and sparkle points according to their own advantages on the basis of talents training objectives proposed in *the New Syllabus*, and stick to the cultivation of universality and individuality. All colleges and universities in our province should actively respond to national policy, according to the local social economic development needs and its own characteristics due to the school, because the school system, reasonable adjustment of personnel training objectives, training English talents diversified for economic development, avoid and eliminate the

identicalness.

The old university has a long history of English teaching and research, not only foreign language research personnel training experience, but also has the superiority and the humanities and social sciences of blending conditions, the colleges can make full use of the advantages of advanced English training, and pay attention to the development of students' ability of scientific research. However, English Majors in normal universities, science and technology, finance, agriculture and forestry and pharmaceutical universities should cultivate distinctive English majors according to their own colleges and universities. They must never blindly follow suit to imitate the training objectives of English majors which are not consistent with their own colleges and universities. In addition, the main task of the new undergraduate colleges is to cultivate applied talents with high comprehensive quality and strong social practice for regional development. According to the development needs of their own regions, English Majors in such colleges and their own characteristics, so as to deliver targeted applied talents for English in the local area.

2. The expression of the target of talent training should highlight the humanistic quality

English majors belong to the category of Humanities in China. *The Professional Catalogue and Introduction of Undergraduate Majors in Colleges and Universities* put "high humanistic quality" on the top of the goal of the training of English professionals, emphasizing that the humanities and professional knowledge and skills must be mastered by English professionals. Therefore, English majors should adhere to the characteristics of their humanities and pay attention to the education of humanistic quality.

To sum up, English Majors in colleges and universities should highlight the ideas and goals of humanistic education in the expression of their talents training objectives. Learning English is not just to master a tool. Colleges and universities should change their old concept of cultivating students' basic language skills, pay attention to the cultivation of students' humanistic quality, and develop students into complete human beings.

3. The expression of talent training should highlight the spirit of innovation

Under the background of global economic integration and vigorous development of higher education, building an innovative country is the core development strategy of the party and the state. The party and the state need more and more innovative English professionals. Therefore, it is very urgent and important to cultivate English talents with innovative spirit in College English majors. In this province, only 5% of the universities' English majors clearly put forward the innovation spirit of the students. The cultivation of English professional talents with innovative spirit has not attracted the attention of most colleges and universities in this province. Therefore, English Majors in every province should thoroughly implement the requirements of the development strategy of the party and the state, and integrate the cultivation of innovation spirit and ability into the orientation of talents training (Zhang & Feng, 2015). Colleges and universities should keep pace with the times and broaden their horizons and cultivate students' innovative thinking and ability based on cultivating students' solid language knowledge and skills.

B. Strengthen the Construction of Professional Teachers

The key to improve the quality of talent training in Colleges and universities depends on whether it has a high level of excellent teachers. The English Majors in all colleges and universities in this province need to continue to explore and innovate the construction of the teachers' team, and to continuously strengthen the construction of the teachers.

1. Introducing energetically high level teachers to optimize the structure of teachers

It is found that the distribution of English Majors in Colleges and universities in this province is not evenly distributed. In terms of professional titles or teachers' degrees, several old schools are superior to new universities in these areas. The study also found that the academic structure of English teachers in Colleges and universities in this province is poor. Most of the teachers of English Majors in some newly established universities graduated from the old institutions in this province. Therefore, colleges should vigorously introduce a high level of teachers, especially the place is located in the city of new undergraduate colleges should make greater efforts to introduce excellent teachers, should be introduced, including overseas masters and doctoral excellent English teachers should introduce, has rich experience in teaching and research of the professional leaders and professional person in charge. In the introduction of high level English teachers, it is necessary to consider the academic structure of the professional teachers. English Majors in Colleges and universities should also pay more attention to the expansion of foreign teachers. In this way, the teaching and scientific research team of English majors can be enriched and their teachers' structure can be optimized. In addition, when introducing high level teachers, colleges and universities should also formulate various preferential policies and measures to tilt the policies of highly qualified teachers and excellent foreign teachers, and try to avoid the loss of high level English teachers.

2. Innovating teachers' teaching ideas and improving teaching methods and methods

The study found that 65% of the students thought the classroom boring, and the teachers' teaching methods were single. Therefore, we can draw the conclusion that the educational concept of the English Majors in the universities is out of date, the teaching methods and methods are lagging behind, and there is less opportunity for teachers to interact with students. Through consulting the information, I find that the teaching methods of English Majors in German universities are abundant, especially heuristic and research methods. The classroom mainly takes students as the main body, with participatory and interactive. Even in the classroom using the teaching method, students can have a debate on the content of their study at any time (Yang, 2012). It can be seen that there are opportunities for full interaction between English teachers and students in German universities. Students play a major role in class, and the learning

atmosphere is more democratic and free. Therefore, in today's information era of rapid development of English majors, teachers should reform the education idea, the teaching improvement of traditional methods, and strive to achieve. In class discussions; according to the different teaching contents in the heuristic and discussion teaching method, choose the suitable type of case based teaching mode; choice of computer network simulation technology or teaching and properly timely, continuously improve and enrich the teaching methods, such as making full use of the current popular Mu class teaching, improve the quality of classroom. At the same time, teachers should pay more attention to the correct values of students who are in the period of youth (Zhong, 2014).

3. Increasing the strength of teachers' on-the-job training to promote the professional growth of Teachers

Today, with the rapid development of education and technology, everyone should continue to charge learning, and teachers should further implement lifelong education and constantly update their knowledge structure. First of all, we should actively encourage the teachers of English Majors in Colleges and universities to integrate the research results into the classroom teaching. Secondly, colleges and universities should pay attention to the in-service training of teachers, set up training programs for each teacher, and strive for the opportunity to study abroad for English professional teachers. Thirdly, the English major of the newly established universities should continuously improve the educational level of the teachers. This can improve the abilities and qualities of English teachers in Colleges and universities, and promote the professional growth of teachers.

In addition, on the basis of this, the English professional colleges can develop according to their own culture, academic teachers responsible for people and build the brand of teachers, take the characteristic development road.

C. Strengthen the Construction of Professional Courses

1. Optimizing the structure of the curriculum to meet the basic requirements of the course

To optimize the structure of the curriculum and achieve the basic requirements of the course is the key to ensure the quality of the training of English Majors in Colleges and universities. According to the survey, the province's colleges and universities English majors basically offer professional basic skills courses, professional courses and related professional knowledge class the three aspects of the curriculum, but the three aspects of the curriculum structure is not reasonable, and the majority of College English majors are the professional class hours set shortage. In addition, some colleges and universities to catch the trend, to the cultivation of compound talents as the goal, such as tourism, hotels, open technology, news and other related professional knowledge to students, but this kind of curriculum is often a formality, and did not play the advantages and role of the formation of English Majors is not a solid grasp of English professional skills and knowledge, but also not understand the relevant professional knowledge of the embarrassing situation (Xue, 2001). Therefore, colleges and universities should optimize the structure of the curriculum and combine these three courses organically.

First of all, English Majors in Colleges and universities should strictly follow the requirements of *the New Syllabus*, increase the classes of English majors, focus on the opening of these two courses, and enable students to master deep English skills. Secondly, we should timely adjust and optimize the curriculum structure of English majors, distinguish the primary and secondary English majors and related professional knowledge classes, and avoid simply putting the courses together. The institutions should be according to their economic development in the region and universities, open to match the local economic development course, so as to cultivate the needed talent development area. Colleges and universities should give full play to their own advantages, highlight their own characteristics and improve the quality of the training of English majors.

2. Paying attention to the cultivation of comprehensive and qualified English professional talents in the humanities course

English majors belong to the category of humanities, so we should adhere to the characteristics of the humanities and cultivate the people with humanistic quality. The training of English majors should consist of three parts: row, knowledge, intelligence and practice, that is, profound English basic skills, namely, extensive English language, literature and culture knowledge. The survey found that English major courses in Colleges and universities in the province are insufficient and more elective courses. Therefore, when setting up courses, English Majors in Colleges and universities should not only focus on offering basic skills such as basic English, phonetics, grammar, and other professional skills courses, but also focus on the establishment of humanities literacy courses, such as British and American literature and Western countries.

English Majors in Colleges and universities can draw on the foreign courses in this field. First of all, in the student entrance open some simple Anglo American culture courses, from Chinese textbook starts, it can not only stimulate students' interest in learning English from the beginning, can also strengthen the students' basic language skills, improve students' Humanistic quality. Secondly, in the senior grade, English and American literature and other courses will be changed from elective courses to compulsory courses, and the teaching and learning of this type of course should be paid attention to. Thirdly, when learning English related culture, English majors should also offer courses such as college Chinese, so that Chinese classics can be combined with English literature and culture, and students' literary knowledge will be well established, which will lay a solid foundation for students to learn translation. Finally, colleges and universities offering English majors should, according to their own conditions and circumstances, set up elective courses of humanities quality as much as possible, and cultivate their quality in all aspects.

3. Paying attention to the cultivation of practical ability in practice courses

Most colleges and universities in this province are oriented to the development of their region. The purpose is to train and deliver practical talents with strong practical ability for the region. The survey found that the employers of English majors pay much attention to the actual working ability of the graduates. Therefore, it is very important to improve the students' practical ability. English Majors in Colleges and universities should increase the proportion of social practice courses (Zhong, 2014). First of all, in normal teaching, we should make full use of the hardware conditions that we have, such as multilingual lab and translation lab, etc., and encourage students to apply their knowledge to practice, and enhance their practical ability and practical ability. Secondly, the practice courses of English majors should develop towards pluralism and flexibility. For example, the assessment of students' practical courses should expand, encourage students to go out, do some activities and translation of venues, volunteers of international conferences, etc. Finally, the College English majors should be based on existing practice base on the further construction of campus training base, broaden the channels for the internship, students provide more internship opportunities and platforms, and appropriately increase and advance students' practice time. Meanwhile, during the student internship, the school should send someone to supervise and manage the student's internship effectively, so that the student's internship can be implemented and the practical ability of students can be improved in a real sense.

VI. CONCLUSION

Through the literature review and analysis, much research about the quality of university English professional training and talents training in Colleges and universities, but on College English talent cultivation quality research is scanty, this paper enriches the research on the quality of personnel training in Colleges and universities English majors, and to provide theoretical guidance for the cultivation of talents in our province college English Majors at the present stage. In addition, this article can carry out the policy and strategic requirements of a series of Party and state. This paper discusses the English Majors of colleges and universities in our province. The training quality of the current situation and existing problems, and puts forward the corresponding countermeasures, has application value, to clarify the current situation in our province, the English Majors in Colleges and universities, to promote the reform of the training mode of English Majors in colleges and universities in our province, to English Majors in Colleges and universities in our province the training quality. Help to solve the economic development of our province need outstanding English talents.

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Analysis of Dickens' Critique and Humanity Spirit in *Oliver Twist* Based on the Appraisal Theory

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Abstract—As the greatest representative of English critical realism, Charles Dickens' novel *Oliver Twist* reflects the complex social reality in his time and manifests the author's humanity spirit especially to the poor and the lower class. The paper uses the attitude sub-system in appraisal theory as analytical framework, chooses the attitude resources related to the protagonist Oliver as research material, mainly analyzes his personality characteristics at lexical level. The study aims to reveal the author's humanity spirit that lurked in the discourse after construing Oliver's image in that social background and his critique spirit to the society, in the hope of deepening our understanding of the significance of the theme of the novel, and providing a linguistic reference for the appreciation of literature work. At the same time, this study further confirms the value of appraisal theory in discourse analysis and appreciation.

Index Terms—appraisal theory, attitude system, Dickens, *Oliver Twist*, benevolent spirit, critical spirit

I. INTRODUCTION

Oliver Twist, as one of the most famous works of Charles Dickens', is a novel reflecting the darkness, terror, violence and deception in London society in that time. As a typical representative of the poor group in the novel, the author used a large number of words and sentences describing Oliver's life experiences who has suffered so many misfortunes and unfair treatments since he was born, but did not lose his kind nature and perseverance. The little boy was loved by nice people and finally lived a happy life. The author highlights the critical spirit to the dark society and benevolence spirit especially to the poor and the lower class in this novel.

As the new development of systematical functional linguistics, appraisal theory was put forward by Australian linguist James R. Martin in 1990s. Which studies how speakers or writers express their own attitudes in language and achieve interpersonal interaction with listeners or readers. Appraisal theory has a good operability in appreciating literature work which evaluates the language users' ideology and attitude by evaluative lexis. While the text-theme is construed by lexical grammar, and the positive or negative expression of the theme will affect the expression of the lexical grammar. Therefore, the paper construes the image of Oliver based on attitude system in appraisal theory, after analyzing the words and expressions that relate to Oliver, further reveals the author's sympathy and support to the poor, as well as his critical spirit to the dark and deteriorating society.

II. LITERATURE REVIEW

As one of the most famous works of Charles Dickens', *Oliver Twist* has been studied from different perspectives in the past few years. After retrieving the key word 'Oliver Twist' in CNKI, the author finds the studies on *Oliver Twist* can be roughly divided into the following 4 aspects: 1. Xia Jiao (2017), Li Yun (2016), Ding Man (2015) and Li Changhong & Zeng Biao (2015) conducted studies on the image analysis of characters in the novel mainly from the literature angle; 2. Guo Yinyan (2017), Zhang Suona (2016), Li Tianran (2014), Zheng Meina (2012) and Tang Yunke & Yang Zhenghe (2006) etc. explored the theme of the novel also from the angle of literature appreciation; 3. Lei Yu (2012) and Chen Li (2009) studied the novel from language translation angle and conducted a comparative study on the English and Chinese versions of the novel; 4. The author analyzed the novel from the perspective of pragmatics in linguistics in 2016, and mainly revealed the conversational implicature by using cooperative principle and politeness principle. While few researchers or scholars study the novel from the perspective of appraisal theory in systematical functional linguistics, which as a powerful tool of discourse analysis.

As one of three major discourse semantic resources construing interpersonal meaning, appraisal itself is regionalised as three interacting domains — attitude, engagement and graduation. The theory studies how speakers or writers express their own attitudes in language and achieve interpersonal interaction with listeners or readers, which has been used to analyze different discourses. After searching for the key word 'appraisal theory' in CNKI, the author finds the research results can be divided into the following 5 aspects: 1. Jiang Guodong & Chen Xu (2017), Wang Zhiwei (2017), Lai Yan & Xin Bing (2012) and Zhang Lingyu & Yang Fengling (2011) conducted studies on the news discourse based on appraisal theory; 2. Yuan Xiaomin (2017), Liu Qinyun & Han Geling (2017), Liu Song & Luo Xiujian (2017), Chen Lingjun & Zhao Chuang (2016), Yang Xiaohong (2013) and Peng Guoshun (2010) studied the political discourse based on the analytical framework of appraisal system; 3. Zhu Qian (2017), Zhang Wanying (2016), Fu Shujing (2016), Chen Mei & Wen Jun

(2013) and Hu Qin & Liu Kongxi (2008) using the appraisal theory analyzed and appreciated the literature works; 4. Li Zhanzi & Hu Mingxia (2016) and Yu Tao & Wang Yun (2009) analyzed the academic lectures by using the appraisal theory; 5. Yang Pan (2012) and Qian Hong (2007) conducted studies on the translation of advertising language and slogans from the angle of appraisal theory. As a powerful analytical tool of discourse analysis, appraisal theory provides us with a good analytical framework of literature appreciation. While few researchers study the novel *Oliver Twist* from the angle of appraisal theory. Therefore, the paper uses the attitude sub-system in appraisal theory as analytical framework, chooses the attitude resources related to the protagonist Oliver as research material, mainly analyzes his personality characteristics at lexical level, and aims to reveal the author's benevolent spirit that lurked in the discourse.

III. THEORETICAL BASES

Appraisal theory was put forward by Australian linguist James R. Martin in 1990s, which studies how speakers or writers express their own attitudes in language and interact with listeners or readers. Appraisal itself is regionalised as three interacting domains — attitude, engagement and graduation (J. R. Martin & P. R. R. White, 2005). Among which the attitude sub-system is at the heart of the whole system, which involves three semantic regions covering what is traditionally referred to as emotion, ethics and aesthetics, now referred to as affect, judgement and appreciation. Here in the following part, we will introduce the three sub-systems one by one.

A. Affect Sub-system

Emotion is arguably at the heart of the three semantic regions since it is the expressive resource we are born with and embody physiologically from almost the moment of birth (Painter, 2003). This emotive dimension of meaning is referred to as affect. And along with it there comes the judgement and appreciation sub-systems. Affect is the emotion or reacting to behaviour, text, process or phenomena, which is concerned with registering positive and negative feelings: do we feel happy or sad, confident or anxious, interested or bored? (J. R. Martin & P. R. R. White, 2005) People tend to express themselves in positive words when they are in a good humor, while express themselves in negative words when in a bad skin.

B. Judgement Sub-system

Judgement belongs to ethics category, which deals with attitudes towards behaviour, which we admire or criticize, praise or condemn (J. R. Martin and P. R. R. White, 2005). In general terms judgement can be divided into those dealing with 'social esteem' and those oriented to 'social sanction'. Judgement of esteem have to do with 'normality' (how unusual someone is), 'capacity' (how capable they are) and 'tenacity' (how resolute they are); judgement of sanction have to do with 'veracity' (how truthful someone is) and 'propriety' (how ethical someone is) (J. R. Martin & P. R. R. White, 2005).

C. Appreciation Sub-system

Appreciation involves evaluations of semiotic and natural phenomena, according to the ways in which they are valued or not in a given field. In general terms appreciations can be divided into our 'reactions' to things (do they catch our attention; do they please us?), their 'composition' (balance and complexity), and their 'value' (how innovative, authentic, timely, etc.) (J. R. Martin & P. R. R. White, 2005).

IV. ANALYSIS AND DISCUSSION

Dickens lived a tragic life in his lifetime, which caused him has a strong sense of kindness to the poor at the bottom of the society. Oliver in the novel *Oliver Twist* as a representative of the poor and the social lower class, also lived a miserable life. On the basis of the three subsystems in attitude system, the paper mainly analyzes the discourse that relates to Oliver at the lexical level. There are 231 evaluative terms attitude involved in the research material, the detailed distribution is as follows.

A. Affect Sub-system

The research materials analyzed by affect sub-subsystem are mainly chosen from the following three parts: Chapters 1 to 4 (which introduced Oliver's situation about birth, education, growth and board and so on; chapters 14 to 16 (which showed how very fond of Oliver Twist, the merry old Jew and Miss Nancy were); chapters 52 to 53 (the happy ending of Oliver's life). Emotion expression can be realized by quality modifier adjectives or adverbial phrases, as well as the verbs in mental process and behavioral process in functional linguistics. One the one hand, the author used lots of negative words to describe the social background and circumstance in which Oliver was born; while on the other hand, used more positive words rather than negative words to name the little boy Oliver, although there were a few negative expressions in describing his early life in terms of his birth, growth, board etc.

Example 1:

'For a long time after he was ushered into this world of *sorrow and trouble*, by the parish surgeon, it remained a matter of considerable doubt whether the child would survive to ...' (Dickens, 2009)

In this example chosen from chapter one, when the author described the social environment of Oliver's birth to us, he used the negative expressions '*sorrow* and *trouble*'. Typically, the two words are used to describe people's mood or temper, here they are used to describe the world or the society. It seems that they are endowed with a kind of specific meaning by the author, and implies that Oliver was born to be tortured by such a social environment. On the surface, the expression is negative, but not as negative as it appeared, the author actually is expressing his sympathies to the little boy and transmitting a positive energy to the dark society.

Example 2:

'For the next eight or ten months, Oliver was the *victim* of a systematic course of *treachery* and *deception*.' (Wang Xun & Ji Fei, 2009)

In this example chosen from chapter 2, out of the same feeling or emotion, the author also used the negative words 'course of *treachery* and *deception*' to describe the world and society Oliver will come down to. Oliver has been a victim of the social system and environment since he was born. The expressions accord with the theme of the novel that the weak group were always bullied and deceived. At the same time, the deteriorating social phenomena was criticized.

Example 3:

'Oliver ... a *new burden* having been *imposed* upon the parish...'; '...a parish child—the *orphan of a workhouse*—the humble half-starved *drudge*—to be *cuffed and buffeted* through the world, —*despised* by all, and *pitied by none*'. (Wang Xun & Ji Fei, 2009)

In this example, the author told us Oliver was born and survived. And subsequently he became a new burden of the parish. The negative expressions 'new burden', 'orphan of a workhouse', '*humble half-starved drudge*' and 'cuffed and buffeted' etc all reflect the little boy Oliver's plight. It seems that the guilty was should be imposing to Oliver although he did nothing. Which implies the unfair treatment Oliver suffered.

Example 4:

'a *dear young lamb*', '*my dear child*', 'little Oliver', 'good boy', '*poor Oliver*', 'a *nice looking boy*', '*my dear*', '*sweet face*', '*weeping bitterly*' (Wang Xun & Ji Fei, 2009)

There were so many good names for Oliver in this example chosen from chapters 2 and 3. Mr. Bumble called him 'little Oliver' and 'good boy' with the tone of love and brought him to find a job. And it seemed that the adjectives 'poor' expressed the author's sympathetic feeling to the little boy. On the one hand, the author chose the noun phrases '*dear young lamb*', '*my dear child*', 'good boy', 'a *nice looking boy*', and '*sweet face*' etc expressed his sympathies and love to the poor boy. On the other hand, the expression '*weeping bitterly*' not only reflects Oliver's sadness and the author's sympathy to him, but also expressed the cruelty of the society, the little child even became the tool for criminal purpose.

Example 5:

'A parochial' prentis, who is at present a *deadweight*, a *millstone*, as I may say; round the parochial throat?...'; '...and was in a fair way of being reduced, for life, to a state of *brutal stupidity and sullenness* by the ill usage he had received.' (Wang Xun & Ji Fei, 2009)

In this example, the expressions '*deadweight*', 'millstone' and '*brutal stupidity and illness*' all relate to Oliver, who is disliked and avoided by the parish people. The expressions not only showed the author's deep sympathy to the poor boy in an explicit way, but also disclosed and criticized the cruelty and ugliness in the real world. Both of them are the main theme of the novel, which deepens our standing of the significance of the literature work from the linguistics perspective.

B. Judgement Subsystem

The research materials in this part are mainly chosen from chapters 6 and 7 (the author described the process Oliver was irritated and resulted by Noah as well as his rebellion to the unfair treatment). Actually as the weakest group and most difficult group in the society, Oliver has been bearing the injustice from the beginning, he just could not tolerate people insulting his mother, so his rebellious spirit comes from his nature, just as the author described 'his spirit was roused at last; the cruel insult to his dead mother had set his blood on fire'. Therefore, in this part, the author chose many negative words to describe Noah with the purpose of implying Oliver's tenacity or refractory as well as his support and sympathy to the little boy.

Example 6:

'*Crimson with fury*, Oliver started up; overthrew the chair and table; seized Noah by the throat; *shook* him, in the violence of his rage, till his teeth *chattered* in his head; collecting his *whole* force into one *heavy* blow, *felled* him to the ground.' (Wang Xun & Ji Fei, 2009)

In this sentence, it sounds the verbs 'shook', 'chattered' and 'felled' full of the negative attitude of violence, but the implied meaning is that Oliver was forced to do these but not out of his own free will. The word 'anger' could serve as an enough evidence for his rebellious act. Therefore, his rebellion is a reasonable way of relieving his feelings accumulated in the unfair treatments. At the same time, the author expressed his sympathy to the weak boy here in an implicit way.

Example 7:

'But his *spirit was roused* at last; the cruel insult to his dead mother had *set his blood on fire*. His *breast heaved*; his *attitude was erect*; his eye *bright and vivid*; his whole person *changed*, as he stood glaring over the cowardly tormentor who now lay crouching at his feet; and defied him with *an energy he had never known before*. (Wang Xun & Ji Fei, 2009)

When Noah referred to his dead mother and said something bad about her, the author used so many adjectives and verbs to describe Oliver's response, 'heaved', 'erect', 'bright and vivid', 'changed' 'defied' and 'an energy had never

known before'. Actually, there is no distinct attitude involved in these expressions, while in this context, they are invested with positive meaning that Oliver is kind and strong-minded in nature. The adjectives 'bright' and 'vivid' showed his extreme anger swelling in his heart. Maybe the energy exploded at that moment was not realized even by himself. Therefore, the blame for the rebellious act should not be thrust upon him because it is not his guilty but out of his love to mother.

Example 8:

'You've raised an *artificial soul and spirit* in him, ma'am, *unbecoming a person of his condition...*'; "'No!' replied Oliver, *boldly*". (Wang Xun & Ji Fei, 2009)

In this case, the expression 'an *artificial soul and spirit*' reflects the author's high praise for Oliver. In the face of result, the rebellious spirit was awakened in the child's heart, he is not weak anymore. In the same way, the bold response 'no' presented a brave image to us. The author expressed his positive feelings to Oliver, who is becoming stronger after experiencing such tribulation.

Example 9:

'He had listened to their taunts with a look of contempt; he had borne the lash without a cry: for he felt that pried swelling in his heart which would have kept down a shriek to the last, though they had roasted him alive.' (Wang Xun & Ji Fei, 2009)

In this example, when the author described the inner inspect of Oliver, he used the expressions 'a look of contempt', 'borne the lash without a cry' and 'pride swelling in his heart', all of these expressions suggest that the author holds a positive attitude to Oliver's rebellion. Although suffered distress and misfortunes, he still took strong character and never yield to the dark and deteriorating social environment.

Example 10:

'Oh! God forgive this *wretched* man!' cried the boy with a burst of tears. (Wang Xun & Ji Fei, 2009)

In this case, when Oliver went to visit the prisoner old Jew, he cried with a burst of tears, the two words 'wretched' and 'forgive' in the sentence 'God forgive this *wretched* man' present a kind image to us. Although experienced a very tragic life and was cheated by the old Jew, Oliver did not lose his nature and still keep his kindness to the old man and the world. Therefore, in this part, the author expressed his positive feelings explicitly or implicitly to Oliver by using these attitudinal words .

Example 11:

'That Oliver Twist was moved to resignation by the example of these *good* people, I cannot, although I am his biographer, undertake to affirm with *any degree* of confidence; but I can most distinctly say, that for many months he continued meekly to submit to the *domination and ill-treatment* of Noah Claypole...' (Wang Xun & Ji Fei, 2009)

The meaning of the sentence is that although Oliver has been dominated and treated unfairly for several months, the author is not sure whether he will struggle against violent repression of those 'good' people or not. The implied meaning is that as a member of the vulnerable groups in the society with such background, maybe he dared not voice his dissatisfaction or did not have the strength to resist. Here the word 'good' is used ironically to express the cruelty and atrocity. Actually, the author showed a kind of sympathetic feeling to the poor boy as well as the criticism to the dark society.

C. Appreciation Subsystem

The research materials in this part are mainly chosen from chapter 14 (In this part, the author narrated the situation Oliver lived in the good man Mr. Brownlow's home as well as the argument between Mr. Brownlow and Mr. Grimwig brought about by Oliver.) and chapter 30 (relates what Oliver's new visitors thought of him). After analyzing the vocabularies in the chosen text, we can infer the positive attitude and affection the author held to Oliver.

Example 12:

" 'I'll *swear* he is not,' replied Mr. Brownlow, warmly.'

' I'll answer for that boy's truth *with my life!*' said Mr. Brownlow, knocking the table'.

(Wang Xun & Ji Fei, 2009)

Here from the words 'swear' and 'knock' it can be seen that the fight between Mr. Brownlow and Mr. Grimwig is becoming more and more fierce. In fact, they are arguing about Oliver's nature whether he will cheat the good man Mr. Brownlow. Mr. Brownlow said he would swear with his life. It can be seen that the little boy Oliver is beloved and trusted by the good man deeply, who treated him kindly and passionately. Therefore, the author showed his tender affection and compassion to the little boy again.

Example 13:

' think how young he is; think that he may never have known a mother's love, or the comfort of a home; that ill-usage and blows, or the want of bread, may have *driven* him to herd with men who have *forced* him to guilt'. (Wang Xun & Ji Fei, 2009)

In this example, when Rose and the elder lady talked about whether Oliver was a thief, the young lady Rose used the two words 'driven' and 'forced' which reflect Oliver's innocence. She cited numerous reasons to request and persuade the elder lady not to harm him. As a result, the woman agreed with a free will. The author intended to tell us that Oliver as the

victim of such a rotten society, he was cheated and forced to do something bad even it was not realized by himself. Actually, he was expressing his sympathies to the weak group as well as the criticism to the society in that time.

Example 14:

'What can this mean?' exclaimed the elder lady. 'This poor child can *never* have been the pupil of robbers!'

...

'But, can you – *really* believe that this delicate boy has been the voluntary associate of the worst outcasts of society?' said Rose, anxiously. (Wang Xun & Ji Fei, 2009)

In this example, Rose, the elder lady and the doctor were talking about whether Oliver is the associate partner of the worst group, in the answers, the elder lady mentioned a word 'never' and Rose referred to the word 'really', here both of them are embodied the meaning of positive attitude. It is not hard to see although there is some skepticism the doctor's inner heart, more people trust Oliver deeply. Here the author expressed his positive feeling to the little boy Oliver through these two adverbs of degree.

V. CONCLUSION

After analyzing the discourse which relates to Oliver, combined with the analytical framework of attitudinal system in appraisal system put forward by James Martin, the study found that attitude system can construe the author Dickens' emotional involvement and the theme of the novel effectively, and the affect system and judgement system attitudinal resources contain a big percentage compared with the appreciation system in attitudinal resources, which is connected with the novel type as well as the theme of the novel. In the description of Oliver, the positive evaluative lexis account for a big percentage, which revealed that the author expressed more positive affections rather than negative feelings to the little boy Oliver. The latent thought of the novel i.e. Dickens' humanity spirit to the poor and his critique spirit to the society was revealed under the analysis of the appraisal system. According to this study, the author interacts with the readers indirectly, which realizes the new development of the discourse comprehension in terms of interpersonal meaning. As a representative of the poor, although experienced misfortunes, he was still very kind to others and without complaint at anyone. Which are realized through the author's depiction and readers' evaluation and analysis. In this view, the attitude system in appraisal theory provides a new method for the interpretation of text discourse, and it is worthy to be applied and popularized in literature appreciation.

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Myths and Realities about Language of Instruction in Pakistan: Parental Perspective

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Abstract—Language of learning and language of state requires proper awareness in multilingual countries. It demands much clarity if the role of a language in learning is to be acknowledged on the academic achievement grounds. Language of instruction is a controversial issue in Pakistan. Language policies and practices play vital role in shaping the perceptions of individual for the choice of any language. These perceptions may be based on reality or merely myths. Parents are major beneficiary or sufferer of the outcome of the education of their children. This article aims to explore perceptions of parents for the choice of language for the education of their children. By drawing upon Woolard & Schieffelin's Language Ideology Model (1994), this paper analyses how parents perceive the importance of language of instruction for the education of their children. The researchers conducted 20 semi structured interviews from parents of Hyderabad Town by using Maximum Variation Sampling. Constant Comparative Method (Lincoln & Guba, 1985) of analysis is used as an analytic technique to discover perceptions of parents regarding language of instruction for the education their children. This research implies that perceptions of parents are fraught with myths and misunderstandings of past practices and unclear language policies in Pakistan. This study recommends that parents' voice must effectively be included in the making of language policy and they must be made aware of the researches in learning mother tongue or second language as the language of instruction for the education of their children.

Index Terms—medium of instruction, language policies in Pakistan, language ideology, bilingualism

I. INTRODUCTION

Pakistan is a multilingual country. There are 5 major and 61 other languages spoken here (Rahman, 1997). There is diversity in its cultural, social norms and values that ultimately affect to their approach and attitude towards education. Language policy, language corpora, and language status play vital role to deliver in the state where such complex and diverse ethnic groups of people live (Ammar et. all, 2015). Controversy is natural to erupt if language policy does not deliver to the spirit of people. The same happened in Pakistan when decisions about medium of instruction for the people with different linguistic and cultural background were made politically. Soon after the independence of Pakistan, the first education conference was held on 27th November 1947 that made Urdu as a lingua franca of Pakistan and English as an official language. Medium of instruction for masses was Urdu or Vernacular language and English as a subject was from grade six onwards whereas there were English Medium private schools with quality education in which children of the elites would get education. This disparity was not at this level only but the controversy erupted soon after declaring Urdu as a national language in Pakistan and a compulsory subject to be taught. Urdu was already used in the Punjab, the N.W.F.P, and Baluchistan and in parts of Kashmir (Rahman, 1998). Sind and Bengal resisted the move. Bengal opposed Urdu as a national language and Bengali Language movement was started. Urdu-Bengali language controversy started. Advisory Board of Education set up Urdu Committee under the chairman ship of Abdul Haq, the father of Urdu (Baba-e-Urdu). The task of the committee was to encourage Urdu as a medium of instruction. The committee declared Urdu as medium of instruction in Punjab, N.W.F.P, Karachi and Baluchistan (areas administered by the Centre) (ABE, 1954).

Urdu and Islam was generally thought strongest pillar of unity for all groups but it did not worked in case of Bengal and Sindh. The state continued the so called idea of integration among all groups in the form "Urdu and Islam" through various language policies. Prominent leaders of Pakistan movement supported Urdu as national language. Muhammad Ali Jinnah (the first Governor General of Pakistan) said in his speech delivered in Bengal, "...it is for you, the people of

this province, to decide what shall be the language of your province. But let me make it very clear to you that the state language of Pakistan is going to be Urdu and no other language. Anyone who tries to mislead you is really the enemy of Pakistan” (Jinnah, 1948).

Rahman (1997) pointed that “Part of drive for creating a Pakistan- Muslim identity was the marginalization of the indigenous languages of Pakistan. Among these Bengal posed the greatest threat being the language of 54.per cent Pakistanis according to the consensus of 1951(Statement 4-B, p.71).” This shows that the decision for the medium of language was not taken on the basis of educational research and psychological needs of an individual but decision was made on the political grounds. Being new state Pakistan had many issues along with the issue of language. It continued to affect every educational plan and policy of Pakistan. Ayub Khan, the Commander-in-Chief and the military ruler set up a commission in 1959 to settle language issues. Sharif Commission stated that “Urdu and Bengali should be the medium of instruction in secondary schools (class 6 to matric) in the government schools” (Mahboob, 2002). There was no change in the policy of English medium schools and these were allowed to flourish. After Sharif Commission Urdu was made as medium of instruction in Baluchistan, NWFP, the Punjab but Sindh resisted and there were Sindhi-Mohajir clashes on the issue of languages. Sindhi was the medium of instruction before partition and Sindhis wanted to continue it instead of Urdu but Mohajirs wanted Urdu so there were mostly Urdu medium schools in the urban centres and Sindhi medium schools in the rest of Sindh.

Language issues continued in Pakistan. Nur Khan Commission (1969) also proposed that “the medium of instruction at all levels of education should be changed to Bengali in East and Urdu in West Pakistan” (PNEP 1969). But these decisions could not suffice to solve language issues which eventually signified “the divorce of East and West Pakistan” (Mahboob, 2002). East Pakistan became independent state as Bangladesh. However language issues in Pakistan were not taken seriously and the decision in New Constitution 1973 was made that “Clause 1. The National Language of Pakistan is Urdu, and arrangements shall be made for its being used for official and other purposes within fifteen years from the commencing day. Clause2. Subject to clause (1) the English language may be used for official purposes until arrangements are made for its replacement by Urdu” (Article 251).

It was decided that English was to be replaced by Urdu within 15 years. Provinces were allowed to decide their language policy. However English was continued to be taught in schools. English medium schools were developed. In 1977, General Zia-al-Haq imposed martial law government in Pakistan and justified his coup through Islamization and Urduization policies. English medium schools of the state were shifted to either Urdu or to another recognized provincial language in each province. Private English medium of the elite kept growing but Urdu/vernacular medium schools began to prepare for complete Urduization of complete Urduization of exams by 1989. The government forced to use Urdu as a medium of instruction in the government schools but elite English medium schools continued to operate as usual. In the time of the governments of Benazir Bhutto and Nawaz Sharif from 1988 to 1999, English as a subject was started to be taught from grade one in all government schools and English medium schools grew in a great number. In 1999, it was decided to teach in English medium from grade one where teachers are available or teach English as a compulsory subject from grade one in all state owned Urdu/ Vernacular subjects. Education Sector Reforms (ESR) was initiated to work effectively. English medium education was encouraged and given preference in every walk of life so much so that mother tongues were given secondary or no preference at all. This created a major divide in the society.

Policies and practices have played major role in the mind set of common people when they see that English is being used in the civil administration and the bureaucracy, in the legal and provincial system of federal and provincial governments, in Defence Forces (Army, Air Force and Navy), in broadcast media and schools of elites so parents perceive medium of instruction for their children through socio-political and socio-economic perspectives of the use of the language. There has been common trend in Pakistan that parents mostly get their children admitted in English Medium Schools. They do so because they want their children proficient in English. It is considered essential vehicle for achieving modernization, scientific and technological development, and economic advancement for self and the country, in short, for improving one’s life chances (Haque,1982; Rahman, 1997; as cited in Channa, Memon, & Bughio. 2016).

1. Approaches to Language Ideology

There are two main approaches to language ideology: neutral and critical. It is generally understood in neutral approach to language ideology that cultural system shapes the speakers ideas or assumptions for any language so no attempts are made to identify differences in the language because entire community or culture has common characteristic to shape language ideology; Whereas, critical approaches to language ideology seek the capacity for language to sustain social power and supremacy. Woolard and Scieffelin described as studies of “some aspects of representation and social cognition, with particular social origins or functional and formal characteristics.” Critical approaches to language ideology are “reserved for only some aspects of representation and social cognition, with particular social origins or functional or formal characteristics (Woolard & Scieffelin, 1994).”

Choice of any language to use or preference of any language in multilingual society is based on belief of people. Hence, parents perceptions can better be uncovered by drawing upon the theoretical framework of Woolard and Scieffelin (1994). Wie (2006) used critical approach to language ideology by Woolard and Scieffelin (1994) to discuss

issue of language choice and ideology in multicultural Taiwan in her studies. I have also used critical approach to explore parental perceptions for the choice of language as medium of instruction in my studies.

2. Theoretical Framework for the current research

Drawing upon critical approach to language ideology by Woolard & Schieffelin (1994) as a framework to my study, we shall explore the perception of people regarding any language. Attempts are made to uncover reasons for preference of any language since it is considered in critical approach to language ideology that preference or choice is related to language politics. Language has politically been used as a powerful tool to maintain power and supremacy by giving preference in every walk of life (Mahboob, 2012; Abbas, 1993).

II. RESEARCH METHODOLOGY

The aim of my inquiry was to explore the perceptions of parents about medium of instruction and understand their perceptions in the light of latest research about myths and realities of learning languages. It is a qualitative study because it “strives to understand and interpret the world in terms of its actors (Cohen, Manion, Morrison, 2007)”.

It is a case study about perceptions of Sindhi Parents from Hyderabad whose children study in different schools and different grades in Hyderabad. The researchers have conducted 20 semi structured interviews from parents who were purposefully selected by applying maximum variation sampling technique (Seidman, 1998) in order to expand more variability.

The sample size generally agreed by researchers in qualitative studies is more or less 50 (Bryman, 2015; Ritchie et al, 2003) but again, it depends on the point of saturation when additional data does not seem to develop the concepts any more, the same points are repeated that are already revealed (Glaser & Strauss, 1967). Similarly I continued interviewing participants as long as I reached the point of saturation. I conducted 20 semi-structured interviews: 10 from male participants and 10 from female participants.

III. DATA ANALYSIS TECHNIQUE

Constant comparative method (Maykut & Morehouse, 1994) was used while analyzing the data. Constant comparative method involves inductive category coding and simultaneous comparing of units of meaning across categories. This technique of analysis is based on six stages. Firstly, unitizing the data which was done after transcribing all audio taped interviews with the help of Express Scribe Transcription software; Secondly, inductive category coding was made provisionally based on “look alike and feel alike criteria”, Thirdly, categories were refined by making rules of inclusion as a propositional statements; Fourthly, exploration of relationship across categories were made in order to combine a few broader categories; Lastly the data was integrated in an attempt to uncover meaning.

Perceptions of parents about medium of instruction

a. Private schools are English medium schools and one who knows English is clever.

Findings reveal that most of the parents (100%) seemed to have taken for granted that private schools mean English medium schools. The parents considered English medium schools to those schools where almost all subjects are in English. However, these subjects are explained in Mother tongue for the better comprehension of the students. Most of the parents acknowledged that the communication between teacher to student and teacher to teacher is mostly in the mother tongue. Only books are in English.

“They teach in English but explain in Sindhi so the children could understand properly.” **IF1.**

Some of the parents are of the view that it is good to translate English into local language and it is better method for understanding.

“See, we recite the Holy Quran. We cannot understand the meaning of a verse unless we translate it into Sindhi. Similarly, if we read anything in English, it would be better if we translate it in our mother for our understanding.” **IF 5.**

Some of the parents considered getting admission in private schools means insurance of quality education. They assumed that their children are getting standard education because they study in English medium schools where their children are taught English books and their children learn English so he is clever.

b. English medium education is gate way to success

All of the parents considered education as determining factor for the future of their children. They thought that education of their children in English medium school would provide them better chance to go abroad. English is considered like a passport and a gate way to the world; and mother tongue would not play as much important role as English does.

“English has importance and if the children go out of the country there they need English.”

Interviewee Female 2

Parents supported English medium education because it would help their children to pursue higher education successfully. Parents want their children to excel at English so they admit them in English medium school. Parents considered it pre requisite to pass any admission test for higher studies without efficiency in English.

“Yes, it is very much related. English has great importance. We are also attached emotionally with Sindhi. We wish to develop it. However English is compulsory for job and business in the world. As world is a global village and our child has to live in this global village successfully.” **IM2**

c. Education in English Medium Schools as matter of prestige and status

Parents (55%) acknowledged that one of the major reasons to enroll their children in famous English medium schools is to show that they are from high status family. Parents mostly ask one another when they meet in the gatherings about education of their children. It is generally assumed that educating in well reputed English medium schools give their children a high esteem and standing in the society.

“Another phenomenon has been observed in the masses that they compete with their relative in the sphere of social strata. As our society is divided into classes similarly our education system is also divided and we usually admit our children according to our status in society.” **IM 6**

d. Education in English Medium Schools and learning

Some of the participants supported that English as a medium of instruction enhances the learning of the child. Parents added that studying in English medium schools does not create problems for children if parents and teachers work together. The children can easily solve their problems which they encounter while learning English language. They can fully express their anxieties with their teacher and with their fellows in classroom. Thus, the language plays a vital role towards learning. English language minimizes the communication gap between a teacher and the students.

“These private schools are good at giving English speaking environment in classes. The teachers teach them to talk and how to pronounce words and how to behave in a particular way. More focus is given to their body language while speaking English language. The children don't feel any difficulty while listening to English language.” **IM5**

However, some parents did acknowledge that their children feel great difficulty in learning and understanding the concepts being taught at the school. They confirmed that their children can hardly express what they want in English language. It is therefore teachers also use translation method for better understanding of students.

“Language is a barrier. For example, I am getting education in China and I don't know Chinese when the lecture is continued in class in Chinese, it is a barrier in learning. Language prepares a ground for understanding the speaker and the listener. Language is a barrier if a language of learner is not continued in the class or anywhere, how can learning get across. It is a barrier, no doubt, if the listener does not understand. Language is a barrier if it is out of the context of class. I speak English language, if the listener does not understand, then no doubt the language would be a barrier. It is a barrier if language is spoken which is not the language of the listener.” **IM5**

“Medium of instruction is undoubtedly related to the outcome of better learning. Mother tongue has the magic to attract the child as compare to other tongue. He understands many things when is ready to go to school. So a child is developed mentally through mother tongue but when child goes to school, he is taught through other tongue which is totally new and difficult for him. It leaves an impact on the learning of a child and the mental capacity of a child. The child cannot perceive learning at any cost.” **IM6**

e. Education in Mother tongue helps better comprehension

Parents (85%) perceived mother tongue as a great resource. Teaching in mother tongue fades away ambiguous concepts in learning. Child gives better feedback in the early years of education.

“Sindhi (first tongue) plays key role in the early life and child easily understands the essence of the message” **IM2**

“The child faces problems. Because we the parents do not assess their child's learning properly. Otherwise it is clear that if we begin studies in mother tongue, it becomes easier to understand the concepts and interpret the ideas of learning” **IM3**

f. Education in Mother tongue develops creativity

If the language one thinks and the language one speaks is the same, one generates and expresses one's feelings or point of view easily. Creativity occurs when there is no barrier as such of language to express. The cognitive process of the child develops the analytic faculty to speak as he feels. So learning in one's mother tongue enables the child to grasp quickly the essence of things being taught and reproduce it with his own acumen.

g. Education in Mother tongue integrates home and school experiences

One interviewee was of the opinion that there should be integration of experiences children have at home with learning at school. If experiences at school do not bridge or coordinate with the environment out of school then, the children will face complexities and cognitive imbalance. So mother tongue plays vital role to supplement home experiences with learning at school.

“If the language being taught with is mother tongue then the children can easily share feelings, experiences and learning with their parents, they can express in mother tongue. Thus the mother tongue plays an important role in learning. So it is very important. Even we also easily share our experiences in mother tongue.” **IM3**

h. Education in Mother tongue and English

Some of the interviewees responded that the mother tongue should be taught from primary level as it provides many opportunities in learning the things more effectively. It creates a sort of platform where the child can express his feelings, miseries, emotions, and difficulties more conveniently. Many parents forwarded the idea that the mother tongue should be taught to the child in the primary classes because it is the age when child easily develops cognitive processes. Moreover, some of the participants were of the opinion that learning many languages in early years of school is a very good sign because it develops the critical thinking of the children.

“I think that there is no harm if the child is taught in Sindhi as a medium of instruction till class five and then he carries his education in English. Ultimately, everybody perceives the future of their children in English language.” **IM3**

IV. DISCUSSION

The findings suggest that parents have quite positive inclination towards English as medium of instruction. In fact, most of the parents considered English as a success ladder which has been used by a small and power elite section of society since long in order to grab high positions. English has acquired a very significant symbolic value in Pakistan (Shamim, 2011) so much so that it is considered equal to quality education. There is common perception that English makes man clever. However, English is a language and cleverness is related to knowledge. It is a myth and it is quite misunderstanding of parents who consider their children clever or wise when they speak English. Most of the parents are not clear in Pakistan about how children learn languages and about the role of language in education (Coleman & Capstick, 2012). Parents' perceptions are based upon the long gap between policies and practices in Pakistan. When they see that government schools lack basic facilities and unable to deliver quality education as compared to private schools, they make an effort to safeguard the future of their children by educating them in English medium schools. It is however misleading that parents perceive English equal to quality education because most of the private schools are in English and these give better results. In fact, there is casual relationship between English and higher achievement (Coleman & Capstick, 2012). In fact, other factors like curriculum, teachers' qualification, and facilities and management at school, examination system, resources, and background of parents, motivation of children contribute to higher results. English medium education in the early years does not guarantee quality education but makes learning more rigorous and confusing for children in multilingual settings (Coleman & Capstick, 2012). Had there been schools with similar resources with credible names teaching mother tongue as medium of instruction for the early years of education, one would have then seen the preference of parents for Straight to English as medium of instruction.

Findings suggest that most of the parents perceived that learning in English at an earlier age help children learn well and it will help their children in the long run. Parents consider it advantageous but it is mostly myth and misunderstanding keeping our context in Pakistan where English is a foreign language in the most areas and second language in a few big cities only. English, no doubt, helps in the long run because it is the language of market and economy; education and technology; research and globalization, but teaching in English medium at an earlier stage is not supported by most of the researchers (Coleman & Capstick, 2012; Cummins & Horberger, 2007; Mohanty, 2006). English is our second language. It can better be learnt after learning our first language (mother tongue) (Cummins & Horberger, 2007; Mohanlal, 2001; Muthwii, 2004; UNESCO Report, 2016). "Policies of going 'straight to English' are likely to be counterproductive. Children need to be skilled and confident speakers of their first language and able to read and write in their first language before starting to learn a second language in a school context; omitting the stages of achieving oracy and literacy in the first language actually handicaps children in the learning of the second language (Coleman & Capstick, 2012)" which eventually tends to rot learning. This is a usual phenomenon told by parents that their children remember things in order to get marks in exam but they do not comprehend those things. Learning science and mathematics in English at the earlier stage of education of children creates problems because these subjects need that type of English when Children are able to process cognitively comparing, contrasting, classifying, defining, and hypothesizing. They will also need the English language skills of predicting, skimming and scanning in reading; of planning, drafting and editing in writing; of predicting and evaluating when listening; and of setting goals, expressing opinions, evaluating outcomes and reporting back in speaking. Researches confirm that it takes two years to learn social English but seven years to acquire education English (Clegg, 2007, Cummins, 1996). And in Pakistani context, it may even take more time hence English medium education drag children to remember things word by word. Children in English medium find themselves in a deep well which denies them right of looking world out of that specified well. As a result, most of the children cram in order to pass in the examinations. UNO (1951) confirms that it is born right of child to learn in the mother tongue.

Findings suggest that most of the parents are unaware of negative consequences if their children are not taught in the mother tongue in the early years of education. Subtractive bilingualism is when one leaves one's mother tongue and start education with second language. "Subtractive dominant - language medium education for IM [indigenous and minority] children can have harmful consequences socially, psychologically, economically and politically. It can cause very serious mental harm: social dislocation, psychological, cognitive, linguistic, and educational harm, as well as economic, social, and political marginalization (Skutnabb - Kangas 2009:340)." It also confirms my findings when a few of the parents admitted that their children do not understand context of the learning because it is not in mother tongue so children lack analysing things being taught at school and they are unable to reflect their learning experiences freely.

Learning in English medium limits children to share their learning experiences whereas mother tongue education in the early years gets support from home. Parents help is pre requisite for achieving required results in the education of children. They can better be involved in the education process of children if the language of school and home is the same. The first language of the parents in Sindh is not English. Moreover, researches that recommend mother tongue education as medium of instruction in the early years of education further confirm this view of some my potential participants in the research that learning is enjoyable when it is acquired through a language with which children are already familiar; The basic conceptual development is more effective because children actively involves in learning by exploring and questioning if it is their home language (Coleman & Capstick, 2012). Therefore "perceptions of parents though a few of them, confirms that learning in mother tongue enables their children better comprehension, develops

creativity, bridges experiences at home with learning at school, and enhances the vocabulary to express freely” (Channa, Memon, & Bughio, 2016).

Findings support the perpetuation of mindset from centuries when it comes to the sky high line between the superiors and inferiors and role of English language works like parameter for making that line in all British colonies of the world. Pakistan is not the exception to this phenomenon where people consider English a pre-requisite for gaining and maintaining their status in the society. Most of the parents viewed that it was incumbent to enrol their children in well reputed English medium school. Their perceptions may be justified in the context of Pakistan where languages are politicized in order to acquire underlying purposes or to survive themselves politically. There is a lack of understanding on the part of parents for the efficacy of language of education in the early years of children. Parents prefer English medium schooling in order to shorten their self-perceived the colossal dividing line between regional and international; modern and ancient; latest or old; higher and lower; special and common type of education. This happens when there is no clear concept of learning and lack of one system of education in the country. Government policies, plans, commissions have not been effectively able to diminish this dividing line between “have” and “have not” perception of parents related to the education of their children.

Parents are confused and indecisive when they see various educational systems being operated at a time around them. Issue of medium of instruction becomes more complex when government higher secondary schools stand in contrast with Cambridge system of education; Madressahs stand against English medium schools; government schools provide different education than private schools; and low status schools differ from elite private schools. Findings as has been discussed in Channa, Memon, & Bughio (2016) show that some parents viewed English language as a barrier for the speakers of second language. They admitted that English hampers creativity and their children could not express their ideas freely in English but they wanted their children study in English medium school. Parents viewed it necessary to go with the world and maintain their status in the society. They held that difficulties in learning in English medium school, faced by their children initially, would be recovered with the space of time and their children would have better academic history. They would have an edge over others in every walk of life because of being educated in English medium school. Findings to my research question about preference of medium of instruction show that almost all parents prefer English medium education however some of them agreed that mother tongue should be taught as a subject for a few years. Parents perceived the role of mother tongue was very limited and it could be achieved in the home or from society. They considered it secondary to learn mother tongue. Their top priority was that their children should be well versed in English therefore they usually made efforts to communicate their children in English even if most of the parents did not know it properly. They tend to code switching.

Parents complained that most of the private schools did not have mother tongue as a subject. Even if there is mother tongue subject in private schools, it is relegated to teaching mother tongue to the so-called record filling formality. This shows result of the parents’ preference and priority on the one hand and indifferent attitude of private schools toward teaching mother tongue on the other hand. They give prime importance to English instead of learning itself. This happens when state fails to deliver status to native language.

Findings in my research show that some parents complained that their children were unwilling to write in Sindhi or Urdu because they were taught in English medium schools. Parents found their children almost difficult to count numbers in the mother tongue. 91.62% of the population of Pakistan speaks mother tongues that are not used as language of instruction (Pinnock, 2009). Rahman and Shamim have argued that ‘linguistic apartheid’ has led to the creation of exclusive English - medium zones within the education system and that these exacerbate social division. This is alarming situation and most of the parents felt embarrassed to share that their children did not know how to count or write in mother tongue but they were ready to go with English in order to maintain status by proudly mentioning the name of English medium school of their children. Parents devalue mother tongue when it comes to be the medium of instruction so their children find it boring or extra burden to learn mother tongue in the schools. The results of researches found it otherwise “children find learning a second language in a school context easier if they have positive feelings about both their home language and the language which they are learning. But their learning of the target language is likely to be less productive if they have a negative attitude towards their own language or if they feel that their home language is of low status compared to the language which they are hoping to learn (Colmen & Capstick, 2012)”.

Findings show that most of the parents preferred to provide their children education on the pattern of western education system which is found in English medium schools. They thought that their children would get exposure of international culture which would ultimately benefit them in this period of globalization. This rhetoric of English for globalization is ubiquitous (Colmen & Capstick, 2012) and when it comes to Pakistani context, it is “too powerful (Shamim, 2011)”. There is no doubt English plays gate keeping role but it affects adversely if one disowns one’s mother tongue and one’s identity (Cummins, 2000). Globalization accepts diversity and one’s footing and foundation should be mother tongue if one finds their children fly with their own respective identity. Early education in mother tongue gives their children sense of identity which validates and strengthens to accumulate the rest of languages and work successfully for globalization (Colmen & Capstick, 2012). However, Most of the parents had perception that syllabi, atmosphere, and grooming of their children were but some of the factors which they thought would support their children in the long run and they perceived that these were better found in English medium schools. Mustafa (2012)

looks the language situation in this way. “Such is the power of myths about language in Pakistan that a public demand has been created for English. People believe that English is the magic wand that can open the door to prosperity. Policymakers, the wielders of economic power and the social elites have also perpetuated this myth to their own advantage. The door of prosperity has been opened but only for a small elite”.

Another common perception of almost every parents as shown in finding 2, reinforced in the researches of Mehboob (2002), Rahman (1997, 2004), Shamim (2008), Evans & Cleghorn (2014), Muthwii (2004) and E.O.S Lyamu and S.E.A. Ogiegbaen (2007) as has been cited in Channa, Memon, & Bughio (2016) that education in English medium schools is the determining factor for the career of child in case of going for abroad, for pursuit of higher education and for getting good job or success in business. English is undoubtedly a pre-requisite to get a good job in Pakistan because every examination is in English. Mostly interview is taken in English for job. It is necessary to be good at English if one wishes to get higher education because most of the books are in English and most of the latest researches are in English. Not only this but one has also to qualify different tests for higher education. English works like passport to go abroad. It is almost difficult to do a successful business without knowing English not only in most of the countries of the world but in Pakistan too because most of the communication or paper work is being done in English. It has now become an admitted fact that the accomplishment of people’s dreams are more or less attached with the knowledge of English and become from the dominant groups but to attach it with early medium of instruction is a blind or misleading race which may culminate at the great loss of one’s mother tongue and one’s identity. In this way, different generation with complex culture would come and replace the language with norms and values in the society. It is nothing less than linguistic genocide. There are a number of researches that confirm these misperceptions of parents in the multilingual settings. This is however clear that a great confusion exists when it comes to the choice of language for the education of children because it is generally stemmed out of general perceptions and goals that they attach with their children’s future (Evans & Cleghorn, 2014). There is a great need to aware parents about how second language is learnt better and what is importance of the first language (mother tongue).

Pointing to a very similar finding in Evan & Cleghorn’s (2014) where 95% parents chose English as the primary medium of instruction instead of mother tongue. The findings reinforce that 85% parents chose English as the primary medium of instruction in Sindh, Pakistan. Only three out of twenty parents said that education in mother tongue in the early years of education support English in the later years. They gave example of renowned personalities like Allama I. I. Kazi & A K Brohi and others whose education was in mother tongue and they excelled at English as well. Parents perceived that mother tongue education was effective in helping the child to understand environment around him. Teaching mother tongue as medium of instruction in the early years of education is in line with E.O.S Lyamu and S.E.A. Ogiegbaen (2007) Evans & Cleghorn (2014), Cummins (2007), Milton (2005), Mohanlal (2001), and other researches that support additive bilingualism.

Most of the parents’ attitudes towards language of instruction, in the early years of education stand in contrast to current research in the field of second language and bilingual education. It advocates development of home language in school along with full access to English but pitifully additive approach to multilingualism has not been fully implemented in Sindh because political will is lacking to counter the hegemony of English in the early education of children.

V. CONCLUSION

Parental perceptions about medium of instruction are affected due to their aspirations for their children’s’ future in the society as they observe and experience the top priority for English. Most of the parents inadvertently wish to be and follow rich and elite class that prefers English medium school for their children in order to achieve similar status and privilege in the society. But in fact it is an illusion. It is a paradoxical situation which stands against research in learning second language.

Critically drawing upon the framework of language Ideology by Woolard & Schieffeln (1994), I conclude that parents’ perceptions regarding medium of instruction are manipulated and speculative. The reasons are however; symbolic and pretentious. Parents prioritize for straight –to- English policy because they are pushed by their myth type perceptions that if their children learn through mother tongue in the early years of education, they will not learn better English later; Straight –to- English medium policy has advantage and no negative effects in the education; English makes man wise and clever and mother tongue education has no importance; English should be medium of instruction because of globalization; Private schools give quality education and they teach in English medium but these and other such type of myths are nothing but misunderstandings and misperceptions. It is evident that most of the parents relegate mother tongue as the medium of instruction. It indicates the parents’ lack of awareness about the process of learning a second language. However, these perceptions are in fact, outcome of wrong practices and imprudent policies in Pakistan. Their embedded perceptions are necessarily to be addressed in the line of research in the field of learning a second language. Parents’ awareness is pre requisite for implementation of additive bilingual education in its true sense.

The study recommends that parents should be involved in the policy making process since they are the major beneficiary and sufferer for the outcome the education of their children. Without parents’ cooperation, educational policies and targets cannot be achieved so parents’ awareness sessions and seminars must be held at the grass root level.

Parents' myths and misunderstanding must be removed with solid proofs if successful implementation of educational plans is needed.

Bilingual education system should be introduced and smooth transition from first language (mother tongue) to second language (official language) should be schemed out. This needs a political will and commitment to involve all stake holders and provide required resources. Parents must be informed the importance of mother tongue for learning second language. Language status to mother tongues in Pakistan should be reviewed and addressed as per the latest research and status in the world around. Language policy should recognize the importance of mother tongue and give it due status in Pakistan.

Bilingual education is the panacea for all myths and misunderstandings in the society for learning a second language. Both curriculum and curriculum implementers play vital role in the successful results of bilingual education so it will give fruits if teachers are trained to understand bilingual education and teach accordingly. Curriculum should be schemed keeping cultural and social diversity of the people.

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Research on the Similarities between the Plot of *Ji Chun Tai* and Content of Sichuan Opera*

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Abstract—*Ji Chun Tai* is the masterpiece of Sichuan dialect on late Qing Dynasty, composed of 40 vernacular short stories. It is divided into four parts, namely, Yuan Ji, Heng Ji, Li Ji, and Zhen Ji. Each part contains ten short stories. The author of *Ji Chun Tai* is a literator from Zhong Jiang who failed in imperial examination System in late Qing Dynasty. There are a large number of Sichuan Opera elements in those forty vernacular short stories. Generally speaking, the plot of *Ji Chun Tai* is full of ups and downs, together with relatively concentrated conflicts, which reflects the characteristics of Sichuan opera. Besides, the thought of persuasion and punishment, strong superstitious color, and detective story in *Ji Chui Tai* are combined together to reflect the characteristics of Sichuan Opera.

Index Terms—*Ji Chun Tai*, Sichuan opera element, thought of persuasion and punishment, detective story

I. INTRODUCTION

There are a large number of Sichuan dialects presented in the form of verse in *Ji Chun Tai*, which can be sung in songs. The elements of Sichuan opera in this novel are reflected not only in expression, but also in plot. In 2013, Li Tingting and Liu Shiren made a summary of the research on *Ji Chui Tai* in essay *Research Status of Ji Chun Tai and Prospect in China* (2013). After July 2013, researches on this novel mainly focused on three aspects: literature, culture and linguistics perspective. Researches from the perspective of Literature are Wang Yangang's *Imperial Edict Preach and Colloquial Preach Novels in Qing Dynasty :A Study Based on Sichuan District* (Wang,2014); Ji Yuping's *A Study on The Simulating Colloquial Stories in the Ming and Qing Dynasties from the Lack of Literariness Based on Ji Chun Tai* (2014); and Li Ruoxi's *Influences on the Filial Piety Concept of Students in the Newly-authorized University from the Script Stories Printed in Sichuan in the Late Qing Dynasty: A Case Study of Ji Chun Tai* (2017); Li Tingting and Liu Shiren's *Filial Piety Culture Implied in Script Story Printed in Sichuan in the Late Qing Dynasty: A Case Study of Ji Chun Tai*(2015).The researches from the perspective of linguistics include the master's thesis of Wang Yiyu and Li Shu:Yiyu's *A Study on Dialect Vocabulary Grammar of Ji Chun Tai*(2013);Li Shu's *A Study of Interrogative in Ji Chun Tai*(2014).So far, there are fewer studies on *Ji Chun Tai* from the perspective of linguistics. The research of Sichuan opera elements in the plot of *Ji Chun Tai* can not only enrich the research achievements of Sichuan dialect novel in late Qing dynasty, but also provide new ideas for future research on Sichuan opera.

II. COMPLICATED PLOTS AND CONCENTRATED CONFLICTS

The Plot of *Ji Chun Tai* is similar to that of detective stories in some degree, such as the first story *Two Gold Bracelets* in Yuan Ji(one part of *Ji Chun Tai*). *Two Gold Bracelets* tells the love story of Chang Huaide and Fang Shuying. They finally get together after suffering many hardships. They have been engaged to each other arranged by their parents since they are children. Huaide, at five years old, offended his uncle Chang Zhengtai, a cunning, presuming, opinionated and scoundrel person (Liu Xingsan, 1993, p3).Huaide hated Chang Zhengtai very much for his cruelty. When Huaide was ten years old, his father died suddenly and then his family got into financial troubles. Zhengtai deliberately made Huaide homeless, and thus Huaide and his mother had to move to the ancestral tomb guard room. Since then, Huaide's mother spun, and Huaide picked up firewood to make a living (Liu Xingsan, 1993, p3).Unfortunately, next year, Huaide's mother died. Then Zhengtai forced their relatives not to help young Huaide. Huaide had no way but to borrow money from uncle Fang. Uncle Fung was out for business, when Huaide got there. Uncle fang's daughter Shuying gave Huaide a gold bracelet with not telling him. Unfortunately, this gold bracelet was noticed by Zhengtai, who accused Huaide of stealing in order to kill him. People in the clan begged for him, but Zhengtai confiscated the gold bracelet and punished Huaide by keeping him out of their shrine forever. All their relatives were not allowed to shelter Huaide (Liu Xingsan, 1993,p 8).Therefore, Huaide became a beggar. Shuying gave Huaide another gold bracelet secretly when met him again. Huaide did not dare to mortgage it and returned it to the ancestral hall. Unfortunately, he was seen by Zhengtai at that moment. Zhengtai and Uncle Fang sent Huaide to the

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local government with the intention of killing him. In prison, officials were impressed by Huaide and assisted him in escaping from prison secretly. Later, Huaide became famous and returned home with honor. And then, he married Shuying out of her help.

The plot of traditional Sichuan opera *The Love Story of He Zhu* is similar to that of *Two Gold Bracelets*. This novel was about a ministry councillor named Jing Sanguan who despised the poor and flattered the rich. Sanguan and his servant Wang Xing worked together to break off his daughter's engagement with Zhao Peng, but Sanguan's maid, He Zhu, knew that by accident. He Zhu did not want Zhao Peng to be homeless, so she and another servant Zhao Wang decided to give money to Zhao Peng in the name of their miss. Zhao Peng thought it was the gift from the miss and gave his handkerchief to miss in return as promise, however, that handkerchief was found by Wang Xing and the ministry councillor, and then they accused Zhao Peng of stealing. Therefore, Zhao Peng was drove out of the house, and the miss jumped into water to commit suicide. The Jing's houses were caught in a fire, and then the family went broke. Wang Xing was planning to sell He Zhu to brothel. Fortunately, Zhao Wang had a chance to rescue He Zhu from the mansion, and she chose to become a nun in the nunnery. Zhao Peng was desperate to kill himself. Luckily, he was saved by Zhao Wang who just returned from getting rent, and Zhao Wang gave that money to Zhao Peng. Eventually, Zhao Peng made up his mind to take imperial examination in Beijing and ended up being an officer Later, Zhao Wang knew that He Zhu pretended to be the miss to marry Zhao Peng. He asked Jin Sanguan to confirm the miss's identity. When the real miss returned, she blamed He Zhu, and Zhao Wang begged to miss for her leniency. Finally, Zhao Peng married those two ladies, and Jing also took Zhao Wang as his son (The Love Story of He Zhu, 2017).

The plot of *Two Gold Bracelets* is as complicated as that of *The Love Story of He Zhu*. Generally speaking, there are forty short stories in *Ji Chun Tai*, all of which are full of concentrated conflicts. Lu Xun introduced those stories in this way: "the story scripts by literator in Song dynasty are both plain and lackluster, and these colloquial stories tell something of the past instead of nowadays, which makes those stories far from being original. However, there is another kind of art form narrated by people from lower class, which is called as "vernacular fiction" (2006,p10).At first, vernacular fictions were created with the reference to the scripts in Wazi of Song Dynasty, and those fictions were ready to perform on stage. Later, although those vernacular fictions had been changed from their original form, but they still kept their complicated plots and concentrated contradictions. These features did not reach their climax until in Li Yu's novels. Li Yu thought vernacular fiction was silent drama, and put forward the theory of silent play (Hu Du, 1987, p11). *Ji Chun Tai* is without exception, even as the masterpiece in the decline period of vernacular fiction (Ji Yuping, 2014,p). Every story of *Ji Chun Tai* is similar to detective story. Each story is with long time span and complicated plot, such as Sell Mud Pill, Coincidence Marriage, Coincidence Retribution, The Love Story of Xiang Lian(Liu Xingsan,1993,p 557-565).What's more, these stories can stimulate the reader's interest when they read the beginning part. As the reading deepens, readers are deeply attracted by those stories, and even try to sympathize with protagonist's fortune. In the future, when they recall the plot of those stories, those characters will go to their minds naturally. Forty stories of *Ji Chun Tai* are all suitable for stage play, for their complicated plots and concentrated conflicts. *Ji Chun Tai* is similar to Mei Jiang-Xue which belongs to Jie Ban drama in Sichuan opera for the similarities in their plots. (Feng Shudan,1992, p 12).

III. ENLIGHTENMENT FUNCTION

Entertainment is the essence of drama, and education is the soul of drama, therefore education is the purpose, and entertainment is the effect (Feng Shudang, 1992, p 1).It can be said that there are a lot of dramas in Sichuan opera focused on promoting filial piety culture, so as to realize the purpose of persuasion and punishment, such as *The last four books* of Sichuan opera, namely *The Story of the Thorns Hairpin*, *Three Filial Stories*. Another example is the high-pitched *The Great Filial Piety* in traditional repertoire of Sichuan opera, namely, *Three Filial Stories*, *Pan-zhen Recognized His Mother*, *The Soup Made by Filial Women* (Hu Du, 1987).At the same time, the enlightenment purpose of *Ji Chun Tai* is also obvious, which has a lot to do with the author's personal experience. It is said that Liu Xingsan, the name of the author of *Ji Chun Tai*, turns out to be the author's pseudonym. From Emperor Tongzhi's to Guangxu's reign in Qing Dynasty, Liu Xingsan was not found in the historical records of Zhong Jiang such as *County Annals of Zhong Jiang* and *The History of Shu*. In *The Preface of New Version Ji Chun Tai*, Lin Youren says that Liu Xingsan of Zhong Yi is a recluse (Liu Xingsan, 1993). Although it is uncertain of the real name of the author of *Ji Chun Tai*, it is obvious that he is a literati failed in imperial examination. In the preface of the version edited by Cai Dongyong, there is a saying that the author participated in the imperial examination system, but failed, or maybe he got to know the official corruption so he decided to be a hermit eventually (Liu Xingsan,1993,p1).In combination with the content and the way of expression of *Ji Chun Tai*, it can be said that the author is also a literator failed in the imperial examination of Zhong Jiang district in late Qing dynasty, because maybe Xingsan means reflecting three times a day, which comes from Confucian saying. *Ji Chun Tai's* is created with the purpose to praise virtue and punish vice, and all forty stories are written for that purpose, among which there are a large number of stories straightforward preaching to the good. In late Qing Dynasty, some writers of Sichuan opera were also failed literator, such as Lin from Nan Chong. In Nan Chong, there was a person named Lin failed in the provincial graduate exam. He was good at poetry and drama. He used to study plays when smoking opium, and wrote thirty plays, but he was unwilling to tell readers his real name (Feng Shudan, 1992,p 15). It can be seen that many writers of Sichuan opera are also failed literator, similar to the author of *Ji*

Chun Tai. This may be the main reason why their works have the purpose of persuasion and punishment.

Lin Youwei in Tongshan writes the preface for *Ji Chun Tai* named the Preface of New Version *Ji Chun Tai*. Lin Youren says that Liu Xingsan in *Zhong Yi* is a recluse. Liu Xingsan does not go out much and only write a book called *Ji Chun Tai* in order to praise virtue and punish vice (Liu Sangxin, 1993, p566). The enlightening function of persuasion and punishment goes through the whole book. For example, the fifth article of Yuan Ji (a part of *Ji Chun Tai*) is Moral Tiger Temple which promotes filial piety and encourages people to do filial things. In addition, the sixth article of Yuan Ji called *A Magical Palm* promotes filial piety and justice (Liu Sangxin, 1993, p84-84). *Ji Chun Tai* includes 40 stories, all of which are with educational purpose, especially the preliminaries poem *Adjudge A Wolf of the fifth article of Heng Ji*. It holds that there are numerous beasts in human face as well as sheep in wolf's clothing, therefore, kindness must be repaid and grievance must be resolved (Liu Sangxin, 1993, p212). It is obvious to see the flaw of this book for its focus on persuasion in content and novelty in the way of expression. At the same time, the appearance of *Ji Chun Tai* based on praising virtue and punishing vice is the sign that the end of the vernacular novel is on the way (Ji Yuping, 2014, p36). Although the above analysis is mainly about the shortcomings of *Ji Chun Tai*, it also confirms its creative purpose of persuasion and punishment.

IV. STRONG SUPERSTITIOUS COLOR

Ji Chun Tai's strong superstitious color is closely related to its teaching purpose of persuasion and punishment, which is reflected in its depiction of karma, gratitude from animal and ghosts. Coincidence Retribution, the tenth article of Li Ji (a part of *Ji Chun Tai*), tells the story of people suffering from retribution for being unfilial to their parents. Chen Weiming was not filial to his parents. He got a son named Chen Guochang when he was very old, so he spoiled his son very much. While Chen Guochang was influenced by her father, turned out be unfilial, either. When Weiming and his wife were old and weak, with no money to support themselves, he asked his son for money, but the son shouted angrily, "go away! Have you ever given money to your parents before? I have a role model. Don't ask money from me". (Liu Xingsan, 1993, p 422) Guochang was a tailor and made some money by his job, but he splurged his money in the city. When Guochang's cousin saw that, he scolded Guochang, "If you were not filial, were you not afraid of being damned? It was too late to repent" (Liu Xingsan, 1993, p423). In order to avoid the responsibility of supporting his parents, Guochang left his hometown, and eventually Weiming and his wife died of starvation. Guochang fled to Kui's mansion, and fell in love with the county magistrate's daughter Ailian. And then, they stole Ailian's father's money and eloped with each other. They were so extravagant that they soon used up all their money. Guochang got the disease of consumption and Ailian abandoned him for his disease. Later, each time she saw Guochang, she scolded him furiously not by word, but by fist (Liu Xingsan, 1993, p 426). Later, Ailian killed Guochang on purpose. While the maid of Ailian was very filial to her father, and even sold herself in order to save her father. She was arranged by the county magistrate to marry Ailian's Finance, and they lived happily after getting married. These stories hold that there is a natural cause and effect relationship among good, evil and karma. Meanwhile, these stories use the effect of karma to educate people, in order to achieve the purpose of persuasion and punishment.

There are also many traditional dramas in Sichuan opera with strong superstitious colors, such as *Four Zhu* in *Five Robes* and *Four Zhu*, namely *Zhou Tian Zhu*, *Jiu Long Zhu*, *Wu Xing Zhu* and *Qing Tian Zhu* respectively. Their superstitious colors are similar to that in *Ji Chun Tai*. The Sichuan opera, existing at the same time as *Ji Chun Tai*, is mainly in the form of Mu-lian Opera. From Guang Xu's reign to the revolution of 1911, it can be said that Sichuan opera is the era of The Mu-lian Opera (Feng Shudan, 1992, p46). The Mu-lian Opera is a kind of ancient drama which is preserved in folk activities, with the theme of the religious story *Mu lian saved her Mother*. It is the first recorded drama, and is known as the ancestor of Chinese opera (Mu-lian Opera, 2017). *The Mu-lian Opera* persuades people to be good, and it implies that if one family keep on doing good deeds, his offspring will live longer than him (Feng Shudan, 1992, p44). Later, the playwright Xu fen rewrites the novel *Mu-lian's Mother* in a new way. The story of ghost shows the affection between mother and child, and the true love of the world. With humor, vivid language, it displays distinctive characteristics of Sichuan culture. Whether karma of *Ji Chun Tai* or odd power of gods or ghosts in Sichuan opera, they are depicted to achieve the goal of promoting virtues and punishing evils.

V. HIGHLIGHT THE PLOT OF DETECTIVE STORY

Ancient Chinese detective stories appeared in Song dynasty. In *The general theory of Chinese fiction*, it is said that this subject is a quite important one *In the books of Song Dynasty*, and popular with the public (Ning Zhongyi, 1995, p527). In Song dynasty, detective stories appeared with the emergence of Wazi, a kind of entertainment for lower class. Due to its compact structure and complicated plot, detective story attracts readers as soon as they read it. With the development of colloquial stories, writers at that time learn from detective story, and they tries to narrate stories in colloquial style called *Ji Chun Tai*. There are forty stories with the elements of detective story, and the most common case is homicide case. For example, *Ten-year-old Cock*, the second story of Yuan Ji (a part of *Ji Chun Tai*.), and *Zhuo Nan Feng*, the first story of Heng Ji (a part of *Ji Chun Tai*.) and so on (Liu Xingsan, 1993, p 470-481). These stories not only have the elements the detective story, but also with the plot from grievance to relief. They are with long time span and compact structure, which are similar to the detective story in Sichuan opera.

In Sichuan opera, there are a lot of songs concerning the plot of detective story, like *Case Opera*. In Sichuan opera repertory, the proportion of traditional drama accounts for 70%. The traditional opera generally refers to the repertory of the play preserved before the founding of The Republic of China. Sichuan Opera is particularly rich in classical repertory. For long time, the representative dramas of Sichuan opera are *Three Kingdom, Nations Drama, Shui Hu Drama, East Window Drama, Liao Zhai Drama, Gods Drama, Public Case Drama and Five Pao, Four Zhu, Tian Yu Hua, Four books of high tune, Four books of Crokinole, Eighteen books of Rune Scape* and so on. They show that the traditional plays of Sichuan opera relying on vocal singing style are mainly based on folk stories and historical novels (Zhou Qixun, 1998, p23-26). Specifically, the plot of *The Life and Die Sortition* is a detective story. During Jiajing period of Ming Dynasty, a pair of lovers, Zhang Jinsheng and Wang Yuhuan, went to a pavilion to shelter from the rain. They met He Sanlang there, and the son of He Zongbing. Sanlang tried to flirt with Yuhuan and died by accident. Zongbing asked Huang Boxian, the county magistrate, to decapitate Yuhuan. Huang Boxian could not bear to decapitate this innocent girl and release her. Huang's daughter Xiulan and the adopted daughter Qiuping worried about their father's fate, and both of them were willing to die for their father. Yuhuan was also afraid that her benefactor would suffer a lot, so she did not leave. Then three girls begged for "life and death cards" in front of the god. Finally, Xiulan got death card. On the court, He Zongbing asked officer to check the identity of prisoner, and sent Huang boxian to prison. When Boxian was executed death penalty, luckily, the inspector Hai Rui from HuGuang district made an inspection tour and then the grievance came to light. Whether in the form of novel or play, detective story can attract readers or viewers in short time so as to confirm its status in the field of novel and play. The plot of the detective story in *Ji Chun Tai* and that in Sichuan opera are full of ups and downs, concentrated and fascinating.

VI. CONCLUSION

Ji Chun Tai is viewed as the representative of Sichuan dialect novel in late Qing Dynasty; however, its literary value as a novel has been questioned. Experts hold that its content extremely emphasizes on enlightenment but loses the artistic charm of literature. However, the elements of Sichuan opera in *Ji Chun Tai* cannot be ignored (Ji Yuping, 2014, p36-43). The plot of *Ji Chun Tai* is full of ups and downs, and conflicts are concentrated. It is created with the purpose to promote enlightenment thought of persuasion and punishment. Strong superstitious color and highlight of the plot of detective story are the specific elements of Sichuan opera. Because of the elements of Sichuan opera in the plot of *Ji Chun Tai*, more than forty short stories of it can be adapted into wonderful Sichuan opera.

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Technology and the Predicament of Time in Don DeLillo's *Cosmopolis*

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Abstract—Based on a close reading of Don DeLillo's *Cosmopolis*, the concept of time has been explored from three perspectives: the evacuated now, the unreturnable past and the lost future. Great emphasis is put on the influences global capital market has on the perception of time. The predicament of time has been deeply influenced by the mechanism of the acceleration caused by the chaotic financial market and influences on subjectivity in the financial storm which everyone has been wrapped in.

Index Terms—Don DeLillo, *Cosmopolis*, technology, time

I. INTRODUCTION

Born in Bronx, Don DeLillo was brought up during the Great Depression of America. It was as well a time of early cold war, gripped by the imposing existence of nuclear threats. Therefore, unlike his contemporary writers Thomas Pynchon and Donald Barthelme, Don DeLillo, approaches American culture from the perspective of an outsider. Since the publication of *Americana* in 1971, Don DeLillo (1934–) has published sixteen novels, one collection of short stories and seven plays and has received worldwide recognition as one of the most important contemporary American writers. In 2015, he received the Medal for Distinguished Contribution to American Letters from the National Book Foundation. DeLillo's writing carries an insightful and consistent observation about contemporary American society, involving violence, terror and war in post-war America, as well as popular culture and daily life.

After 2000, DeLillo novels have demonstrated a minimal style with shorter sentences, fewer numbers of characters and more concise plotting. But the most noteworthy transformation lies in his thinking about time, besides the postmodern use of time and repeated attempts to explore a state of untimeliness. In his new-century writings, the manipulation of technology, the speed of social development, the mass media and economic turbulence are all the elements that determine the momentum of time. However, the study of time in Don DeLillo's novels, especially in his new-century novels, has not been given adequate attention from critics. The paper chooses DeLillo's *Cosmopolis* to examine the influence of technology on the predicament of time.

Cosmopolis is, in many ways, the emblematic novel of DeLillo's response to 9/11 attacks. It was written before the event and in this sense, the prophetic nature of DeLillo's analysis cannot be neglected. Unlike another prophetic novel *Mao II* which has been interpreted as anticipation of the rise of fundamentalist terrorism that exists within our world, *Cosmopolis* is prophetic in the light of revealing a disastrous interlock between time and technology. In December 2001, shortly after the 9/11 attacks, DeLillo published an essay entitled "In the Ruins of the Future: Reflections on Terror and Loss in the Shadow of September" providing an insightful observation of the transformative chaos of the country. He writes, "It is the high gloss of our modernity. It is the thrust of our technology... It is the power of American culture to penetrate every wall, every home, life, and mind." (DeLillo, 2001: 33)¹ In the aftermath of September 11th, 2001, America is experiencing a dizzying convergence of Don DeLillo's most frightening themes. He writes the physical displacement of thousands of New Yorkers, and the spiritual displacement of millions of Americans; he writes the renewed apocalyptic fear and paranoia. The relationship between technology and time plays a crucial role in the era of global capital, global terrorism and advanced technology.

II. THE EVACUATED NOW: CAHOOTS OF TECHNOLOGY AND CAPITAL

Cosmopolis, DeLillo's only novel devoted to the portrayal of American financial market, penetrates New York City, the financial heart of global capital at the turn of the new millennium. The novel tells a story of Eric Packer, a 28-year-old billionaire currency trader in Wall Street who made an impulsive decision to get a haircut one day in April, 2000. The crosstown route from Eric's luxurious residence near the UN headquarter to the abandoned warehouse in the eleventh avenue was seamed with senseless violence and deliberate acts of terrorism. As an epitome of modern chaos, the novel encapsulates modern brutality and banality into one single day and emphasizes that in the globalization of electronic capital, "we need a new theory of time" (DeLillo, 2003, p.86).

The chief reason for the necessity of "a new theory of time" lies in the cahoots of technology and capital which unavoidably results in the predicament of time which evacuates now and reality itself. Underneath the fact that "We die

¹ Don DeLillo. "In the Ruins of the Future: Reflections on Terror and Loss in the Shadow of September". *Harper's*. September 2001: 33.

every day”(DeLillo, 2003, p.45) lies a deep ontological perception—we are our own negation and we are bound to nihilism and death. A typical example is the collapse of financial market which teaches us an instant shift, rather than a gradual one has overthrown all the previous rules and paradigms and takes control of every single moment of our life.

“The interaction between technology and capital. The inseparability” (DeLillo, 2003, p.23). With the urbanization of capitalism, urban people are caged in the fierce and stinging tension inwardly, and outwardly. The tension basically grows out of technological innovation and capital globalization. It has been so strong that it engulfs modern life both temporally and spatially.

Technology has changed the way people perceived the world. “The technology...would be the master thrust of cyber-capital, to extend the human experience toward infinity as a medium for corporate growth and investment, for the accumulation of profits and vigorous reinvestment” (DeLillo, 2003, p.207). The dominance of technology engenders complete shift in temporality, in which the past and the future collapse in, rendering in the present eternal, which is different from the concept “now”. It refers to the limitlessness of time, or timelessness. In DeLillo’s new book, *Zero K*, the concept of timelessness becomes ultimately thematic: acceleration of time denies possibility of history and time itself becomes nihilistic.

DeLillo quotes Zbigniew Herbert’s poem “Report from the Besieged City” as an apocalyptic illustration of the future at the door of a new millennium. In this poem, “I” was assigned to make a chronological record of a war-torn and then abandoned city. I decided to write in the rhythm of weeks: “Monday: stores are empty a rat is now the unit of currency” (Herbert, 2007, p.416). In *Cosmopolis*, “rat” substitutes many kinds of currencies and is a metaphor of irrationality in the global financial market. It echoes the “specter haunting the world...the specter of capitalism” (DeLillo, 2003, p.96) and satirizes the dystopian reality at the turn of a new century. “The haunting is not so much a figment of the past but an anticipation of the inevitable commodification of whatever emerges in the real world” (Martina, 2015). In this sense, money has lost its narrative quality which means money can neither trace back to its past nor conceive its future. Ironically, though deprived of its identity, money creates time. This contradiction is one of the reasons for modern predicament. This paper aims to analyze the mournful predicament of time in the new-millennium. An emphasis is put on the cahoots between technology and capital for the immense influence on people’s perception of time.

In *Cosmopolis*, Eric Parker resides in the eye of financial storm and suffers severe mental stress, incapable of working out a meaning for life. An extravagant way of life is nothing but a reflection of inner anxiety. People carve for material possessions which could have been done without to release the tension from inner world. Eric owned an apartment of forty-eight rooms which he equipped lap pool, card parlor, gymnasium, shark tank and screening room. Speed is undeniably one of the elements posing pressure on people’s mental state. He had two private elevators. “One is programmed to play Satie’s piano pieces and to move at one-quarter normal speed” (DeLillo, 2003, p.29). The reason why he uses the slow elevator which even brings hatred from other people is that it helps settle the unsettled mood.

Ultimately, Parker decides to follow the impulse of having a haircut in the barber’s where his late father was also a frequent. Once he starts his journey, collages of public violence are incredibly witnessed from within his white limousine. Self-awareness awakes in a gradual way. But DeLillo does not stop his story at the awaking of Parker’s perception of life; he aims to explore more. As an ex-employee of the super capitalist becomes a constant threat to his life, death seems to be the destination of Eric’s one-day journey.

In this sense, haircut is more like a ritual than a mere impulse---a ritual for an escape of present predicament. But where exactly does the escape lie in? DeLillo embeds an escape in his protagonist’s digital existence. Does it suggest that technology provides a solution to people’s mental predicament? DeLillo’s philosophical thinking tells us the answer is never simple: the end is an end without end, as in *Waiting for Godot*. Efforts put to looking for a runaway from modern dilemma eventually turn out to be self-deceptive. Just as written in the end of the novel, “He is dead inside the crystal of his watch but still alive in original space, waiting for the shot to sound.”

The biggest pandemonium on Parker’s haircut journey could be the anti-globalization demonstration which is so destructive that it brings about conflicts between demonstrators and the police. Kinski sees the destructive urge as the hallmark of capitalist thought, because old markets must be re-exploited. The temporal division between the old and the new is the arrival of the new millennium. The destruction goes so far that protesters even set off bombs outside the investment bank.

Cosmopolis portrays a world in which one could become the most powerful investor by quickly establishing a digital finance model. Eric Packer is one of them and he soon has connection with Russian tycoons and even American president. *Cosmopolis* dramatizes the international currency markets that Eric Packer has manipulated to become the most powerful investor on the planet. Capital is the leading stimulation on urban people’s mental state and technology is the conspirator. The inseparable two see each other grow with and for the other. Hand in hand, they build up the illusion of capitals. Eric Packer makes his money through international currency exchange. He studies the flow of currency information with the aid of advanced communications technology. The transcendence of real world has induced the obsolescence of time and space when finance gains momentum in accelerated dynamics of instability.

III. THE UNRETURNABLE PAST: ACCELERATION OF MODERN LIFE

The anachronistic quality of time overwhelms the characters with a sense of futility. “... time is a corporate asset now. It belongs to the free market system. The present is harder to find...The future becomes insistent. Therefore, something

will happen soon, maybe today. To correct the acceleration of time. Bring nature back to normal, more or less” (DeLillo, 2003, p.79). The whole novel, condensing a string of sensational happenings into one day, is manifesting the consequence of the acceleration of modern life. It is like a symphony full of fast tempo, epitomizing irrationality and anxiety in the fully capitalized era.

DeLillo ever described the genesis of *Cosmopolis*: “I started out simply with the idea of letting my protagonist drive across town in one day, a person who is already living in the future and fails to notice how susceptible he is to the destructive mechanisms of the present” (Gourley, 2013, p.38). In this novel, future impinges on the present which can be manifested primarily through the high-tech environment Packer can’t live without. Take Packer’s custom-made Limo which is also his important workplace, “There were medleys of data on every screen, all the flowing symbols and alpine charts, the polychrome numbers pulsing” (DeLillo, 2003, p.13).

Meanwhile, the past keeps impinging on the present. Packer’s limousine carried him to the barber’s where his childhood memory resided. The typical ordinary but harmonious family story makes sharp contrast with Packer’s present life. The transient warmth and tranquility in his short stay counterbalances the pandemonium during the day. Meriting some comparison with James Joyce’s *Ulysses*, *Cosmopolis* literally tells a story of one-day effort to correct over-accelerated time. Eric Parker has a mobile office equipped with advanced digital devices---his limousine which is armor-plated, decorated with marble floors and fitted with cameras enabling him to get a panorama from its interior. But we read his inner calling for an ordinary life in the very beginning of the story:

He imagined the whores were all fled from the lamplit corners by now, duck butts shaking, other kinds of archaic business just beginning to stir, produce trucks rolling out of the markets, news trucks out of the loading docks. The bread vans would be crossing the city and a few stray cars out of bedlam weaving down the avenues, speakers pumping heavy sound (DeLillo, 2003, p.7).

The ideal life in Packer’s sub consciousness was not about bulk of currency trade, or social gregarious upper-class social gathering. His ordinary family background deep buried a yearning for a less-stressed common life. However, memory did not save him from mental fidgety. Packer left in the middle of the haircut and returned to the fury of life. His rise-up to be a financial giant was ironically a token of the overnight wealth because of the insanity of capital market.

The structure of *Cosmopolis* consists of four chapters and two interchapters. The narration starts from Packer’s luxury triplex. Once getting on his limousine, he begins his way to get a haircut. But the common goal turns out to be a journey interrupted repeatedly by planned meetings and encounters. The frequent change of characters in Eric’s car resemble a performance of modern capital collapse and no matter what they do, these characters function to remind Eric about an endangered future. The seemingly-random appearance of characters including his director of technology, chief currency officer etc., makes a cumulative effect. Minor anachronisms gather along the novel’s course and move toward some final event. For instance, Vija reminds Eric the necessity of a new time theory, because technology accelerates time and the future is already in the present.

Efforts put to looking for a runaway from modern dilemma eventually turn out to be self-deceptive. Just as written in the end of the novel, “He is dead inside the crystal of his watch but still alive in original space, waiting for the shot to sound.” “The interaction between technology and capital. The inseparability” (DeLillo, 2003, p.23). With the urbanization of capitalism, urban people are caged in the fierce and stinging tension inwardly, and outwardly. The tension basically grows out of technological innovation and capital globalization. It has been so strong that it engulfs modern life both temporally and spatially.

What is the trend of time in this acceleration? We must admit “it is a time which has lost its sense of identity” (Boxall, 2006, p.216). Future, not only impinges on the present, but also penetrates the past. Therefore, what has happened becomes what the future expects. DeLillo gives a very intriguing end to this novel: “He is dead inside the crystal of his watch but still alive in original space, waiting for the shot to sound” (DeLillo, 2003, p.209).

Before September 11, DeLillo writes: “It(technology) tells us that we must live permanently in the future, in the utopian glow of cyber-capital. Because there is no memory there and because this is where everything is faster, better, bigger and simultaneously shapeless, heightless and fleeting” (Gourley, 2013, p.39). In the fast-paced modern society, people’s concept about time has been changed. Prehistorically, human beings were free from boundary of time, and on entering the 20th century, people began to show efforts to shake off shackle of clock time in literature by exploring psychological time. Technology could be an indispensable element to lay people under control of time. Nowadays, Money makes time. It used to be the other way around. Clock time accelerated the rise of capitalism. People stopped thinking about eternity” (DeLillo, 2003, p.79). In other words, life, which has been composed of time, is now made up of money. This could well explain modern mental stress.

Meanwhile, inner anxiety disables language, which in fact dissects people connection with the world. Having no one to confide in, Eric, like Oswald in *Libra*, is another protagonist engulfed by unutterable reality. Silence takes the reign. Inner anxiety makes people shun gaze from others, even eye contact. Eric seldom looks eye to eye with people around him. When Torval reported to Eric the imminent danger of attack, he looked at Eric, which “seemed a massive transgression, violating the logic of coded glances, vocal tones and other gestural parameters of their particular terms of reference” (DeLillo, 2003, p.102).

It is in this inner and outer bewilderment that Packer was thrown into a mental predicament featured by a purposeless

life and unidentifiable self. The history maker in the capital era, who was supposed to be on the opposite side to the demonstrators did not feel threatened or appalled by what he saw. On the contrary, he “decided to admire this” (DeLillo, 2003, p.88). “Did he envy them? The shatterproof windows showed hairline fractures and maybe he thought he’d like to be out there, mangling and smashing” (DeLillo, 2003, p.92). In this sense, Eric epitomizes the struggle to break the cage of life for freedom, or eternity, if possible.

Mass anxiety should deserve attention as well. It reveals more in terms of people’s irrationality faced up with turbulence of financial market and manipulation of digital technology. People are found involved in demonstration, pandemonium, violence, voicing an appeal of justice while not really knowing what they want. Eric encountered the demonstration of anti-globalization, and “saw people running, the vanguard of a crowd, coming this way, and others spilling off the sidewalks, startled and confused, and a styrofoam rat twenty feet tall dodging taxis in the street.” (DeLillo, 2003, p.86).

IV. THE LOST FUTURE: DIGITAL DEATH IN *COSMOPOLIS*

Don DeLillo finished *Cosmopolis* nearly when the deathly 9/11 attacks happened. “Terror”, DeLillo says, “is now the world narrative, unquestionably.” Like many of DeLillo’s novels, it is as well a work of death: Arthur Rapp, managing director of the International Monetary Fund, was assassinated in Nike North Korea; Packer’s favorite singer Brutha Fez died of chronic cardiac problems; His former friend Nikolai Kaganovich was shot dead just after returning from a trip to Albania Online. But Packer seems to be in an undying death. After he was shot by Benno Levin,

“He wanted to be buried in his nuclear bomber, his Blackjack A. Not buried but cremated, conflagrated, but buried as well. He wanted to be solarized. He wanted the plane flown by remote control with his embalmed body aboard, suit, tie and turban, and the bodies of his dead dogs, his tall silky Russian wolfhounds, reaching maximum altitude and leveling at supersonic dash speed and then sent plunging into the sand, fireballed one and all, leaving a work of art, scorched earth art that would interact with the desert...” (DeLillo, 2003, p.209)

Peter Boxall (2003), as a DeLillo’s long-time supporter thinks DeLillo is a timely writer because he has been working towards an ethics of globalization, working to understand how the possibility of global communication relate to the violence of global capital and global terror. He has tried to understand, from the beginning, how an imaginative resistance to or dissent from the tyranny of globalization can find ethical and poetic expression.

It is worth to mention that DeLillo never understates the significance of art in building up human’s mentality. He writes about art and artists from his magnum opus *Underworld* to his latest novel *Point Omega*, in which art has been an unending focus of DeLillo’s works saturated with philosophical thoughts. But in *Cosmopolis*, the function of art to appease and heal one’s soul seems to be impotent. Packer reads poems and his wife is a poet. With a good knowledge of fine arts, he chooses his poems, paintings and music to deal with anxiety, but in vain. In fact, about how to tangle the predicament people get bogged down to, DeLillo does not intend to prescribe a cure. Literally, he determines to cure nothing. Packer suffered severe insomnia, which poetry and meditation did not help get rid of the stir of restless identities. “Every act he performed was self-haunted and synthetic. The palest thought carried an anxious shadow” (DeLillo, 2003, p.6).

On the other hand, love, which has been absent from Eric, finally burgeoned in him. Married but living apart, the newly-weds communicated in an awkward and half-mystical way. Among a kaleidoscope of absurd happenings during the one-day journey, Eric met his wife Elise Shifrin three times. Elise thought he was “a dangerous person” and he thought poems Elise wrote were “shit”. Because of the colossal property of the poet wife, the motive of Eric’s marrying her was taken as suspicious. It looks to be “Two great fortunes. Like one of the great arranged marriage of old empire Europe” (DeLillo, 2003, p.26). With the travel drawing to its closure, Eric clearly realized his love for his wife especially when he met Elise for the third time during an absurd film-making. In the end of his life, he felt missing for Elise, “and wanted to talk to her, tell her she was beautiful, lie, cheat on her, live with her in middling matrimony, having dinner parties and asking what the doctor said” (DeLillo, 2003, p.206). Pitifully, Elise disappeared untraceably and love has not reaching out a helping hand in getting him out of mental predicament.

After he was murdered, Eric was deprived of his social labels in the mortuary and returned to the very natural state of existence as when he emerged in the world— “Male Z”, which implies a complete escape from the highly materialized life and return to a natural state. “He’d always wanted to be become quantum dust, transcending his body mass, the soft tissue over the bones, the muscle and fat. The idea was to live outside the given limits, in a chip, on a disk, as data, in whirl, in radiant spin, a consciousness saved from void” (DeLillo, 2003, p.206). However, there is no simple and final solution to get out the abyss. Just as Eric’s leaving the barber’s in the middle of the haircut at a strong impulse to leave out of a half-mysterious motive, the returning to an ordinary life has been impossible.

V. CONCLUSION

The stagnancy-looking temporality contains a rush of momentums and forces. A persuasive example is the contrast in language between *Body Artist* and *Cosmopolis*: the former, as DeLillo’s first novel after 2000, has begun to convey a signal of transition in his time philosophy. *Cosmopolis* was written in a specific moment in the history of American capital, technology and politics. As Boxall suggests it is difficult to imagine a time that does not involve an alienating

wrench from the dying past towards the unborn future (Boxall, 2013, p.4). Future, not only impinges on the present, but also penetrates the past and what has happened becomes what the future expects. As a weighty contemporary writer, DeLillo's writing reflects the transformation in understanding of time in the transformative moment of history. To write about DeLillo's fiction after the year 2000 does not suggest a fragmentary study of a writer's oeuvre rather, besides a timely concern within American literature.

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Translation and Stylistics: A Case Study of Tawfiq al-Hakeem's "Sparrow from the East"

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Abstract—Having a background in major linguistic disciplines gives the translator a better understanding of the text, which leads to producing a more adequate and accurate translation of the text. This study aims at showing the problems that translators encounter in the translation of literary texts. It also shows the relationship between translation and novel stylistics. This study is based on translating a novel titled "Sparrow from the East" by Tawfiq Al-Hakeem. The text was translated by the researchers from Arabic into English. The researchers also came into three major challenges in terms of syntax, lexis, and stylistic. As a result of this study, the researchers used several translation strategies to overcome those problems and concluded to the fact that stylistics has a vital role in literary translation.

Index Terms—translation, stylistics, analysis, challenges

I. INTRODUCTION

Literature is an art in which we express our feelings, emotions, and thoughts. Childs and Fowler (2006) define literature as imaginative compositions; it is mainly printed, in present time, but was oral in earlier days, whether it is dramatic, metrical, or prose in form. Literature is divided into two sections; poetry which is any composition in verse (p. 181), and prose which is distinguished from poetry by its greater irregularity and variety of rhythm and its close correspondence to the patterns of everyday speech (Merriam Webster).

Literature has a significant place in the Arabic language. In the pre-Islamic period, Arabs were famous for their magnificent poetry, especially the Mu'allaqat¹; however, the prose was not popular among them like poetry. After the revelation of the Holy Qur'an and the beginning of the Islamic period, poetry started to decrease because many genres such as satire and erotic poetry were prohibited. At that time, a new genre of prose (elocution) started to spread, for it was used on most occasions such as Friday prayers. With time, prose started to spread in the Arab world, till now, where there are many types of prose.

One of the important types of prose is the Arabic novel, which emerged in 1914 with the first novel "Zainab" by Muhammad Hssan Haykal. Its importance comes from the fact that this type of literature tackles every aspect in the Arab world, from historical and social topics to romantic ones, in a direct style, unlike the other types.

In order to convey the Arabic novel with its beautiful messages to the world, and to cross the borders which stand between the Arab culture and other cultures, literary translation is needed. Literary translation is, in essence, an act of aesthetic communication for the language of the literary text, be it original or translated, does not only inform, i.e., convey lexical meanings, but it also communicates and aesthetically affects (As-Safi, 2006, p. 1). Literary translation deals with literary texts, i.e. works of fiction or poetry whose main function is to make an emotional or aesthetic impression upon the reader. Their communicative value depends, first and foremost, on their artistic quality and the translator's primary task is to reproduce this quality in translation (Кузнецко, М. 2008, p. 9).

II. REVIEW OF LITERATURE

Literary translation has been the concern of theorists since the beginning; however, this concern was only limited to the language. Lefereve (1992) says that recent attempts to limit discussions of constraints of translation related to language only fail to do justice to the complexity of the problem. Furthermore, knowledge of the tradition helps us focus not only on the problems of translation but also on the ways to make translation more productive for cultural studies in general. He also states that the content of the translation is more important than the form saying (p. 81) "the most important consideration is not how words are matched on the page, but why they are matched that way, what social, literary, ideological considerations led translators to translate as they did".

¹ Mu'allaqat: the title of a group of seven long Arabic poems which had gained the prize at the fair of 'Ukaz', and were afterwards written on pieces of fine Egyptian linen in letters of gold, and hung up on the door of the Ka'ba in Maka.

In his book “Translator’s invisibility”, Venuti (1995) distinguishes between literary and technical translation. Literary translation in a broad sense not only includes poetry and fiction, but also biography, history, and philosophy; opposed to the technical translation which includes scientific, legal, diplomatic, and commercial translation. He also thinks the choice of whether to domesticate or foreignize a foreign text has been allowed only to translators of literary texts, not to translators of technical text. In addition to that, literary translation is considered a discursive practice where the translator can experiment the choice of a foreign text, although technical translation exceeds the financial worth of literary translation.

Gill Paul (2009) considers literary translation as a recreation of a work of art sensitively and seamlessly so that it matches the original, as well as being equally enchanting, poetic and perceptive. The translation should also capture grace, beauty, color, and flavor in order to be understood by its new audience and make sense on every level. It should have the same virtues as the original and inspire the same response in its reader. It must reflect cultural differences while drawing parallels that make it accessible. Furthermore, it should be read by readers in its new language with the same enthusiasm and understanding as it was in the old.

Many researchers discussed the problems of literary translation from Arabic into English. Muhammad Albakry (2005) translated the Nests, a short story by Muhammad Zefzaf. He chose this story as a sample because it offers a unique window into the commonplace; the domestic life of ordinary people in the Muslim world stepped in its own context, unfiltered by western sensibilities. In this study, the researchers discussed two issues faced him during the translation; linguistic issues such as narrative style, and cultural issues like allusions.

As-Safi (2006) also introduces the challenges that face the translator during literary translation. He showed his own experience in translating Taha Hussein’s novel “Du’a Al-Karawan” into English. He discussed several challenges encountered during his translation such as lexical gaps, Idiomaticity, and figurative language. He also presented the strategies used in the translation.

III. METHODOLOGY

A. Purpose of the Study

The researchers have translated the first chapter of Tawfiq Al-Hakeem’s novel “Sparrow from the East” (1938) from Arabic into English. The study discussed the translatability of literature in the light of stylistics despite major linguistic and cultural problems. Consequently, the study shed some light on how translators can effectively render the novel in the target language and pinpoint the pitfalls that the translators commit during the translation.

B. Research Questions

1. How challenging the translation of Tawfiq Al-Hakeem’s novel “Sparrow from the East”?
2. How important are stylistics in the translation of the novel?
3. What are the major problems that faced the researchers?
4. What strategies would be adopted to render this literary text?

IV. RESULTS AND ANALYSIS

The sample of the study consisted of the first chapter of Tawfiq Al-Hakeem’s novel “Sparrow from the East” translated from Arabic into English. The researchers translated this sample, showed the problems encountered during the translation, and mentioned the methods that were used to overcome these problems.

A. Tawfiq Al-Hakeem (1898-1987)

He is an Egyptian novelist and a play writer. Al-Hakeem witnessed the two world wars. In 1925, he traveled to France to earn his Ph.D.; however, he went back to Egypt in 1928 without it. He is considered a pioneer in the Egyptian drama, in general, and in intellectual plays, in particular. Al-Hakeem has many novels and plays such as Sparrow from the East, Ahl Al Khf (the people of the cave).

B. *Usfour Min Al-Sharq (A Sparrow from the East)*

This novel was first published in 1938. It introduces the western encounter in Arab Fiction. Its hero, Muhsin, like his namesake in Hakim’s earlier novel “Awdit Na’b Mn Al Arya” represents the persona for the author, while events, characters, and relationships appear to be modeled in the large part of Hakeem’s own experience in Paris during his stay there in 1920. The biography sheds light on the relationship of the narrator with the open-minded French community (El Enany, 2010, p. 166). This novel was translated into French; however, it was not translated into English.

Starting the title of the novel with the word “Usfour” sparrow holds many denotations such as the traveling and searching for the narrator. Thus, the title itself “Sparrow from the East” refers to the emigration of the Al-Hakim and comparing between the East and west (i.e. between Egypt and France). The setting of the novel takes place before the Second World War to portrait the status of France at that time when poverty and unemployability spread wide in France so it presents a true reflection of the French society at that time. We cannot limit the scope of the novel on a failed love relationship between the narrator and the heroine of the novel as the main theme of it revolves around the eastern boy’s perplexity in Paris and the conflict between the eastern and western cultures, imagination and reality, heart and mind,

spirituality and materialism. By the end of the novel, Al-Hakim criticizes the consequences of industrialism in the west, slavery, and turning humans into machines.

Moreover, the novel presents the loneliness of the eastern young man and feeling uncomfortable which leads to a failed relationship and being lost in the materialistic world, where emotions and feelings are not valued. In the story, the narrator builds his imagination on a woman who he thinks that she is different from another woman. However, he then feels disappointed after discovering that the woman he loved is similar to others. Loving a French woman symbolizes the criticism of the western world and the concerns of the educated Egyptian young man after 1919 revolution.

The novel starts with the imagery of a rainy day on the square at La Comedie Francaise, which shows multiple scenes. Some people are running away from the rain and seek protection under the umbrellas of the bars, others are waiting in the metro gates or near the walls. Only one person stayed in the rain enjoying the continuous showers and walking slowly. The movement of people in that scene indicates that paradox has dominated the plot.

The narrator used the descriptive technique in drawing the picture of the eastern young man living in the west saying: "One man has stood up for this rain, and started walking slowly, not caring of anything, chewing something like dates and spitting out the pit". The narrator depended on several symbolic denotations which were presented by Muhsen eating the dates and spitting out the pit on the ground which shows the difference between the western and modern culture. In addition to that, he has also harmonized between two separate imageries in order to make the description livelier whereas the bright image of Muhsen taking out the dates from his pocket and the image of the messenger who delivers the message and comes back with an answer are totally different pictures and do not have any relation. The narrator connected both images....

Riffaterre's functional style focuses on the elements that help to bring out the persona to attract the attention of the receiver (Khalil, 2002, p. 144). This style is evident in describing the weirdness of Muhsen attitude while he was contemplating the fountain and D'Mouse Statue and it was raining heavily till the raindrops started to fall from his eyes as teardrops then he started repeating: "Nothing makes us great but a faraway pain...".

The researchers noted that the flashback technique was also used when the friend of the narrator, Andrea, talked to him exclaiming: "Save us from this rain! This is not the time to look at the status!". The narrator answers: "This is the time! ... Look Andrea!... these tears in the poet's eyes!". The writer has connected Muhsen, the dreamy eastern young man, with the previous scene in order to show the struggle of this young man living in the eastern world. This fact was embodied in the emotions and expressions of Muhsen which shows the amount of enormous pain he has inside him. In addition to that, looking at the statue presents how sad and sorrowful Muhsen feels. These feelings were shared with the readers in order to draw their attention and attract them. Al-Hakim also portrayed the paradox between the East as the dreams and imaginations and the west as reality and materialism in an ironic way. This was used to attract and evoke the feelings of the receiver and share the same feelings of the author as it reflects his pains which are caused by his community.

The social reality was not only shown in the previous scene but also when his friend Andre tells the narrator: "Oh! You sparrow coming from the East". After that, Andre starts looking at the young man's clothes from his black hat, black jacket, black tie, to his black shoes and says: "you are now the best one who can go to.... The cemetery." Furthermore, he uses the same context saying: "you prepare yourself to enter the church, we enter it like we go to a café." This shows the difference between the eastern and western cultures and also indicates how the eastern world such as France can be materialistic and there is no place for social or religious relationships which causes the reader to know the values of the religious places, respect, and protect it.

Moreover, the novel's discourse was compositional hence it includes a dialogue in which the characters share the same thoughts and feelings (Fouler, 2009, p. 98). Therefore, the author was concerned that the plot should directly show the characters actions and sayings (Sherim, 1987, p. 17).

In addition to that, the narrator has displayed the dramatical emotions which express class conflict (ibid, p. 20) between the rich class and the proletariat class. For instance, the writer has employed Andre's family in the novel to show the concerns of the working middle class and show that his class is similar to theirs and struggles from exploitation and oppression. This was clear when Andre's father said: "What a barbaric act! This is not called work, but slavery!". The author defends this class using the nature of his emotional experience and convincing the receivers with it by awakening their emotions so that the receivers can imagine the novel's world, apply it on their own world and find out the connection between the sender and the receiver of the message.

The stylistic analysis of the novel shows the translator the ideas of the author and the meaning behind them. Thus, it helps in conveying the message of the source text into the target language. For example, if the translator does not understand that Al-Hakim tries to show the difference between the East and west, then the whole translation would be incorrect. It is also important that the translator must know not only the source and target languages but also their cultures. For instance, both the Arab and western cultures have different traditions and customs such as entering religious and holy places which is sacred in the Arab culture but it is similar to entering a café in the west.

C. Translation Problems

During the translation, the translators faced some problems related to syntax, lexicon, and style.

1. Syntactic problems

Problems related to the grammar. These problems are mainly due to the fact that both languages (i.e. Arabic and English) have different grammatical structures. Two main problems were found: (a) the translation of adjectives; (b) the translation of simple connectors.

(a). *The translation of Adjectives*

Adjectives in Arabic come after the noun; however, they may come before and after the noun in English. The sample contained lots of adjective phrases which led to translation difficulty.

Source text	Target text
famahu ðu jifahul řarjd ^f	Broad-rimmed lips
qubařa sawda:řarjd ^f atul řita:r	Wide framed black hat

(b). *The translation of connectors*

Conjunctions are words or phrases used to connect sentences together (Ghazala, 2008, p.72). The Arabic language always uses conjunctions to achieve cohesion and coherence in the text; however, some of these devices are used frequently. For example, the device (wa) implies different meanings such as an additive conjunction or as an initiating device at the beginning of the sentence. If the translator did not understand the meaning of these devices in a certain context, it may lead to mistranslation. They can also be repeated in one sentence in Arabic, as opposed to English, where the same conjunction can be used only one time, for example:

Source language	Target language	Type	Details
Fa tahraka qalbahu wa sakata famahu	His heart moved, and he kept silent for some time	Additive	The device was translated into (and)
wa inř ^f alakal fata jatakalmu mutahmisan	The boy started to talk enthusiastically	Initiating	The device was omitted
řajna:hul wa:siřata:n wa famahu ðu jifahul řarjd ^f wa jadahul jumna	His wide eyes, his wide lipped mouth, and his right hand	Additive	The device was repeated once

2. *Lexical problems*

These problems are related to words and vocabulary which affect the lexical cohesion of the target text. Gazalah (2008) relates the lexical problems to the misunderstanding of vocabulary or not finding the words in the standard dictionary.

During the translation, the researchers found several problems relating to the lexicon: (a) the wrong choice of lexical items, (b) collocations, (c) idioms, and (d) metaphor.

(a). *The wrong choice of lexical items*

This problem refers to the wrong use of TL lexical item with a meaning that completely differs from the SL equivalent (Obdiate, 2001, p. 87). Generally, this problem occurred due to not knowing the meaning of the word in ST, which led to a difficulty in deciding its equivalent.

Source text	Target text
řafari:z	Moldings of the house
řja:zi:b	Gutters

(b). *Collocations*

A collocation is a combination of two or more words that always occur together consistently in different contexts in language (Faris and Sahu, 2013, p. 51). They play a vital role in the text because it is the source of attraction and special flavor. It also makes it more beautiful, more agreeable and more powerful (ibid). This issue causes a major problem, for some collocations in Arabic do not exist in English, such as:

Source text	Target text
mařar řazi:r	Abundant rain
qalaba fi ra?řika kulas swari wal řawd ^f ř	turned every picture that you imagined for beauty upside down

(c). *Idioms*

The word idiom refers to “an expression whose meaning is not predictable from the usual meanings of its constituent elements” (Webster’s Encyclopedic Unabridged Dictionary of the English Language). This novel consisted of several idioms such as:

Source Text	Target text
qalahal fata wa hua janð ^r řila	He said to him with a sideways glance at his friend
Sakanal mařar	The rain stopped

(d). Metaphor

According to Dickens, Harvey, and Higgins (2002), a metaphor is defined as a figure of speech in which a word or a phrase is used in a non-basic sense that suggests a likeness or analogy with other more basic sense of the same word or phrase. The writer becomes an artist in drawing metaphors to convey his message to the reader, and it is the role of the translator to transfer those metaphors with the same sense and message; however, it difficult to render the same effect as the original, for example:

Source text	Target text
jaluku faiʔan kalbalaḥ	Chewing something like dates
ʔrkabahu qiʔa:ran maraqa bihima fi dʒawf al ʔrɔʔ murwq lisan muhsen bi ʔalikal hadi:ʔil laʔi:ʔ	The train swiftly passed through the underground as Muhsin's sweet talk

3. Stylistic Problems.

Every writer has his own style of writing, so the translator must pay attention to the author's style or the whole meaning of the target text will be distorted during translation. Tawfiq Al-Hakeem style in his novel "Sparrow from the East" is described as (a) Ambiguous and (b) Has long sentences. These features also represent a problem.

Type problem	Source text	Target text
Ambiguity	Jastawhi ʕarwsaʕ ʕiʕr	inspired by poetry from his muse
Long Sentences	ʔa:damiun wahid ʔabata lihaʔal maʕar imtalʔat bi ma:ʔ almaʕar	The first paragraph the long sentence is separated

*D. Translation Procedures**i. Lexical synonymy*

It involves finding a close word to the SL in the TL, for example, the verb "taʕʕalaʕ" in the text has a lexical synonym in Arabic which is "raʔa" so it was translated as see. However, we cannot find complete synonyms in the language for synonyms should not be used always because it may make the text weaker (Newmark, 1981, p. 83).

ii. Transliteration

This strategy includes the conversion of different alphabets, such as Arabic into Latin Alphabets. For example: "ʔalsajida za:nab", "ʔalsabi:" was transliterated into "Sayyidah Zeinab" and "Sabeel".

iii. Footnoting

Although this strategy may obstruct the flow of smooth reading of the narrative text, they are in certain cases indispensable for full comprehension (As-Safi, 2006, p. 9). For example:

Sayyidah Zeinab: The neighborhood where the tomb of Zeinab, the daughter of Ali bin Talib and the granddaughter of Prophet Muhammad (peace be upon his soul). The tomb is in a mosque with the same name. This place has a significant place among Egyptians and became iconic in Cairo.

Sabeel: A public fountain built for anyone who wants to drink water. It is built to get closer to God and earn some deeds.

V. CONCLUSION

Although literary translation can be considered as training for a translator, it should not be taken for granted as the author of the original text has his/her own style in writing, so the literary translator must pay attention to that point in order to keep the same ideas and message. The translation of "Sparrow from the East" From Arabic into English was challenging. The translators found some problems during the translation; syntactic problems due to the grammatical differences the two languages have such as adjectives translation, lexical problems such as idiom and metaphor translation, and stylistic problems such as long sentences. To overcome these problems several methods were used such as footnoting, lexical synonymy, and transliteration.

Finally, the researchers concluded that if the translator wants to translate a literary text such as Arabic novels into English, the style of the author it must be taken into account as it can help the translator in finding the meaning equivalent of the author's idea in the target language. The cultural background of the translator in both the source and target languages is also vital during the translation of literary texts as these texts include cultural bound expressions and ideas that demands the translator in conveying them to the target language in a way that makes it familiar to the audience.

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A Cognitive Construal of English News Headlines: Prominence Dimension*

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Abstract—As windows through which people get in touch with the world, English news headlines are extensively studied in both journalistic and linguistic fields. However, little literature has been found to approach their demonstrations and motivations behind. Cognitive Linguistics devotes itself to find out the motivations behind language demonstrations. From the perspective of prominence, one dimension of cognitive construal, this paper discusses the demonstrations and motivations of the news headlines of five different e-papers reporting the same news events. It is concluded that (1) different headlines in different e-papers give prominence to different parts of news events. (2) e-papers' different attitudes towards the news events cognitively motivate the different demonstrations in terms of prominence.

Index Terms—English news headline, cognitive construal, prominence, demonstration, cognitive motivation

I. INTRODUCTION

Very often, news is seen as the “window” from which people see the world in that news plays an essential role in keeping touch with the world. Being the “eye” of news, news headlines are certainly of greater importance in this regard. As Ungerer (2000, p. 48) put, “a headline describes the essence of a complicated news story in a few words”. In other words, a news headline quickly informs the readers of what the news is about. It can therefore be said that the importance of a news headline is that it can help the readers to decide whether or not to go on reading it by presenting the news in certain demonstrations. Due to the importance of English news headlines, they have been extensively studied in both journalistic and linguistic fields. However, little literature has been found to approach their demonstrations and motivations behind.

Cognitive Linguistics is “an approach to language that is based on our experience of the world and the way we perceive and conceptualize it” (Ungerer & Schmid, 2001, p. 36). One key hypothesis is that language ability is part of general cognitive abilities. Therefore, Cognitive Linguistics devotes itself to find out the motivations behind language demonstrations. Construal, a core concept of Cognitive Linguistics, is a human cognitive ability, which means people tend to see the same scene in different ways. Construal distinguishes itself into four dimensions. The present paper attempts to approach English news headlines from one construal dimension: prominence, specifically devoted to the following two questions: (1) How are the news headlines demonstrated? (2) What are the cognitive motivations of their demonstrations? This paper identifies itself as a combination of qualitative, quantitative and comparative study. The data sources are the English news headlines about China's five news events in 2015 from five e-papers: *The Washington Post*, *CNN*, *The Times*, *China Daily* and *The Independent*.

II. PROMINENCE DIMENSION OF COGNITIVE CONSTRUAL

This part presents the theoretical framework of the study, starting with an overview of the notion of Construal in general, and then discussing prominence, the construal dimension to be employed in this paper, in particular.

A. Notion of Construal

As one essential concept of Cognitive Linguistics, Construal was first proposed in Langacker (1987). He defines Construal as “the relation between a speaker (or hearer) and the situation that he conceptualizes or portrays as an important parameter of linguistic meaning” (Langacker, 1987, p. 78). Langacker (1991, p. 4) refines the definition of Construal, pointing out that people's abilities to perceive and describe the same situation in different ways are what Construal refers to. In the meantime, other scholars (Taylor, 2002, p. 11; Hamawand, 2005, p. 194; Langacker, 2008, p.55) all discuss the concepts in one way or another. All these discussions can be boiled down to the idea that construal is a human ability to interact with the world, and accordingly finds expression in language demonstrations. To put it

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more straightforwardly, construal means that different people tend to perceive and conceptualize a situation in different ways, which results in different language demonstrations. In the words of Taylor (2002, p. 11), “the very wording we choose in order to linguistically encode a situation rests on the manner in which the situation has been mentally construed”.

Cognitive Construal can distinguish itself in different dimensions. According to Langacker (2008, p.55), it finds expression in four dimensions: specificity, focusing, prominence and perspective. The following section presents the dimension, prominence, the one this paper employs to approach English news headlines.

B. Prominence

To express the same meaning, language users may use many different language structures which display numerous kinds of asymmetries that are reasonably considered matters of prominence (Langacker, 2008, p. 66). Prominence refers to the selection of a certain body of conceptual content in an expression to be on stage as the focus of attention in order to make this component salient. Whether a certain component is given some salience or not relates not only to the conventional semantic values, but also to the Construal employed by different language users. In Cognitive Construal, there are two particular sorts of prominence: profiling and trajector/ landmark alignment (Langacker, 2008, p. 66), which is to be discussed in the following part.

1. Profiling

A particular conception in an expression, which is a basis for the meaning of the expression, is called the conceptual base. This base can be broadly identified as the maximal scope and narrowly the immediate scope which is put onstage as the main area of viewing attention. All around the onstage region, a particular substructure that attracts most of the attention is called the profile (Langacker, 2008, p. 66).

Elbow and *hand* illustrated in figure 1 share the same maximal scope, the overall shape of the human body and the immediate scope, the conception of an arm. However, the two words undoubtedly refer to different parts of the arm. The two words are picked out within the immediate scope to be the profile or referent that is drawn with bold lines in figure 1 below.

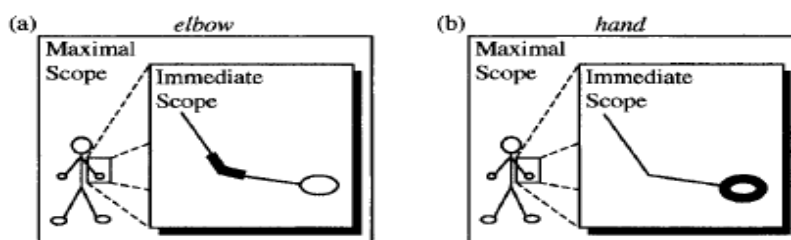


Figure 1 ‘Elbow’ and ‘hand’ (Langacker, 2008, p. 64)

Just like *elbow* and *hand* here that share the same maximal and immediate scope but different profiles, this situation is true of many other expressions. For instance, *January*, *February*, *March*, etc. evoke the same conceptual content, the year months, but the meanings are different for their profiling different substructures, the distinct parts of a year.

An expression cannot only profile a thing, but also a relationship. A thing usually refers to a noun that specifies an area which is an abstract description of a group of interconnected entities, and a relationship embodies the interconnection between them. As is shown in Figure 2, the four expressions all evoke kinship relations.

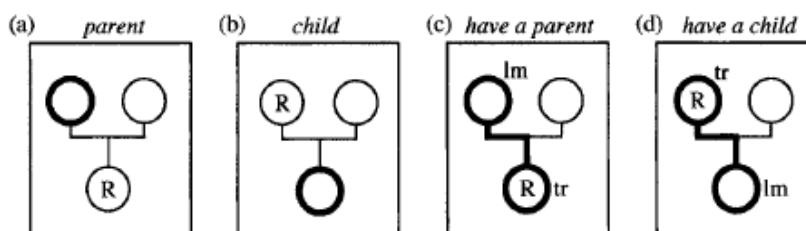


Figure 2 ‘Have a parent’ and ‘have a child’ (Langacker, 2008, p. 69)

The bold circle in Figure 2 is the profiled part, with *parent* and *child* in (a) and (b) both profiling a “thing”, while *have a parent* and *have a child* in (c) and (d) a “relationship”. And R refers to the reference individual. Although *have a parent* and *have a child* in (c) and (d) contrast in directionality, they share the same profiles. The two expressions are contrast residing in that *have a parent* describes a child, while *have a child* is the description of a parents. The trajector and landmark shown in Figure 2 is discussed in the next section.

2. Trajector/ Landmark Alignment

Trajector and landmark are needed here to make distinctions between expressions with different meanings but

sharing the same conceptual base and profiling the same relationship within it. The most prominent participant, called the trajectory, is the primary focus within the profiled relationship. While some other participant that is made prominent as a secondary focus is called a landmark (Langacker, 2008, p. 70).

To use the two prepositions *in front of* and *behind* that are different in the trajector/ landmark alignment as an example, we can easily find out that the two prepositions have the same content: each manifests the relative spatial location of two things. Besides, the situation is true of the profiled relationship: *X in front of Y* embody the same referential relationship as *Y behind X*. The semantic meanings of the two expressions are different as a result of their different degrees of prominence conferred on the relational participants. *X in front of Y* is used to determine the position of X (the former participant), while *Y behind X* is an obvious reveal of the location of Y (the latter participant). For example:

- (1) a. Henry is in front of Helen.
b. Helen is behind Henry.

The two sentences here are profiling the same relationship, that is to say, *Henry is in front of Helen* and *Helen is behind Henry* show us the same position of the two participants. However, the semantic contract lies in the asymmetries between the two: (a) is positioning *Henry* while (b) gives the position of *Helen*. As a result, the trajector and landmark in the two sentences are switched, with (a) regarding *Henry* as trajector and *Helen* landmark and (b) the opposite.

Not only can the person that has been discussed in the preceding part be the trajector or landmark in focal prominence, a relationship shown by some prepositions can also do a lot to the identifying of trajector and landmark. And they share the same way of analyzing. For example:

- (2) a. He closed the door before I arrive.
b. I arrive after he closed the door.

The two prepositions *before* and *after* both profile a relationship of temporal precedence between the two events that are also called the relational participants. *Before* and *after* specify the same referential relationship, but the semantic contents of the two sentences have changed. In (a), the trajector is *He closed the door*, while in (b), it is *I arrive* that acts as trajector.

Actually, semantic contrast derives from their choice of trajector and landmark rather than the content or profiling. These expressions prove that “how prominent a particular entity is—whether it functions as profile, trajector, landmark, or none of the above—depends on the Construal imposed by the linguistic elements employed, in accordance with their conventional semantic values” (Langacker, 2008, p. 73). It means that different ways of Construal to a situation are the reasons for different prominence of a sentence.

III. COGNITIVE CONSTRUAL OF ENGLISH NEWS HEADLINES: PROMINENCE

This part elaborates on the demonstrations of English news headlines and the cognitive motivations behind from the dimension of prominence discussed above. The data are collected from the news headlines reporting *70th anniversary of end of WWII* from the five e-papers.

A. Demonstrations

A news headline is a summary of the whole news and to attract readers' attention, e-papers try to give prominence to certain parts, which are construed as the profiled part or trajector in a headline. The following are demonstrations of news headlines on the event of *70th anniversary of end of WWII* by the five e-papers. Table 1 shows the news headlines from *The Washington Post*

TABLE 1
NEWS HEADLINES ABOUT 70TH ANNIVERSARY OF END OF WWII FROM THE WASHINGTON POST

News Headlines	Time
<i>China showcases advanced ballistic missiles at military parade</i>	Sep. 3, 2015
<i>China's Xi uses parade to show he's in charge and pursuing national revival</i>	Sep. 3, 2015
<i>China's military parade was a 'peaceful' show of force</i>	Sep. 3, 2015
<i>China to cut 300,000 soldiers, speed up military modernization</i>	Sep. 3, 2015
<i>China sends warships into Bering Sea as Obama concludes Alaska visit</i>	Sep. 3, 2015

There are altogether five headlines here, and by analyzing the content of them, especially the third and fifth ones, the author finds out that many words and expressions are used differently from their usual usage. *'Peaceful'* in the third one appearing with a single quotation mark is showing the opposite opinion of the e-paper. *Warships* in the fifth one is a provocation of the relation between China and US.

Following the display of news headlines from *The Washington Post*, the trajectors and landmarks are listed in Table 2 so that their analysis can be more easily and intuitively.

TABLE 2
PROMINENCE IN 70TH ANNIVERSARY OF END OF WWII FROM THE WASHINGTON POST

Trajector	<i>China</i>	<i>China's Xi</i>	<i>China's military parade</i>	<i>China</i>	<i>China sends... Sea</i>
Primary landmark	<i>advanced ballistic missiles</i>	<i>parade</i>	<i>a 'peaceful' show of force</i>	<i>300,000 soldiers</i>	<i>as Obama ... visit</i>
Secondary landmark	<i>at military parade</i>	<i>show ... revival</i>		<i>speed ... modernization</i>	

Besides the trajector, the secondary landmark is also what the e-paper wants to give prominence to. Because some headlines do not have secondary landmark, the blank space in the table is inevitable. So are the following tables concerning over this problem. The trajectors of the headlines are all China and the thing related to China and the landmarks are mostly the purpose of the action. *At military parade* in the first headline is added to show the formality of this show. Following the display and analysis of the headlines from *The Washington Post*, the ones from *CNN* are listed in Table 4.26.

TABLE 3
NEWS HEADLINES ABOUT 70TH ANNIVERSARY OF END OF WWII FROM CNN

News Headlines	Time
<i>Forgotten ally? China's unsung role in World War II</i>	Sep. 1, 2015
<i>China celebrates World War II victory</i>	Sep. 3, 2015
<i>Massive military parade to begin in Beijing shortly</i>	Sep. 2, 2015
<i>China flexes muscles with WWII military extravaganza</i>	Sep. 3, 2015
<i>Blue sky vanishes after Beijing's big parade</i>	Sep. 4, 2015

In the five headlines, two of them are nominals and three are simple sentences, so the prominent part is at the beginning of each headline. The first four ones give prominence to China and the parade, while the *blue sky vanishes* in last one shows that the e-paper turns its attention to the environment in China. The specific analysis of them is shown in Table 4.

TABLE 4
PROMINENCE IN 70TH ANNIVERSARY OF END OF WWII FROM CNN

Trajector	<i>Forgotten ally</i>	<i>China</i>	<i>Massive military parade</i>	<i>China</i>	<i>Blue sky</i>
Primary landmark	<i>China's unsung role</i>	<i>World War II</i>	<i>in Beijing</i>	<i>muscles</i>	<i>Beijing's big parade</i>
Secondary landmark	<i>in World War II</i>	<i>victory</i>	<i>shortly</i>	<i>With ...extravaganza</i>	

The trajectors of the five headlines are China, parade and environment condition. And with these parts being their prominence, the editor shows readers with information that can attract their attention. Taking the secondary landmark into consideration, the author finds out that the reason for the parade and ways of its celebration are also what the editor pays most attention to.

TABLE 5
NEWS HEADLINES ABOUT 70TH ANNIVERSARY OF END OF WWII FROM CHINA DAILY

News Headlines	Time
<i>Foreign troops marching in unity in Beijing parade</i>	Sep. 4, 2015
<i>Criticism of parade addressed</i>	Sep. 3, 2015
<i>A watershed moment in China's history</i>	Sep. 4, 2015
<i>China to cut troops by 300,000: President Xi</i>	Sep. 3, 2015
<i>V-Day Parade: Reassurance to world of China's peaceful trend</i>	Sep. 3, 2015
<i>Xi attends the ceremony with other leaders</i>	Sep. 3, 2015
<i>China holds epic V-Day parade</i>	Sep. 3, 2015
<i>Veterans honored for heroism in war</i>	Sep. 3, 2015

The eight headlines use nominals and simple sentences only and the editor shows readers with different prominence by using different parts as subjects. Instead of showing only the news event, the editor here pays attention to many other aspects which act as trajectors in Table 6.

TABLE 6
PROMINENCE IN 70TH ANNIVERSARY OF END OF WWII FROM CHINA DAILY

Trajector	<i>Foreign troops</i>	<i>Criticism</i>	<i>A watershed moment</i>
Primary landmark	<i>in unity</i>	<i>parade addressed</i>	<i>in China's history</i>
Secondary landmark	<i>in Beijing parade</i>		

Trajector	<i>China</i>	<i>Reassurance</i>	<i>Xi</i>	<i>China</i>	<i>Veterans</i>
Primary landmark	<i>troops</i>	<i>world</i>	<i>the ceremony</i>	<i>Epic V-Day parade</i>	<i>heroism</i>
Secondary landmark	<i>President Xi</i>	<i>China's ...trend</i>	<i>with other leaders</i>		<i>in war</i>

By examining the eight headlines, the editor finds out that the topics involved are various. *China Daily* belongs to China, so the editor would focus on many aspects of the news to meet the need of the readers.

B. Motivations

After a detailed study on the demonstrations of prominence shown in the previous part, the author concluded that the prominent parts in different e-papers are different most of the time.

And in order to find out the motivations of their demonstrations, five typical headlines reporting the same news from the five e-papers are selected from the headlines displayed in the previous part. The five headlines here are all talking about the 70th anniversary of end of WWII, and different sentence structures do a lot to the different prominence of them.

TABLE 7
TYPICAL NEWS HEADLINES ABOUT 70TH ANNIVERSARY OF END OF WWII

E-paper	News Headlines	Time
<i>The Washington Post</i>	<i>China showcases advanced ballistic missiles at military parade</i>	Sep. 3, 2015
<i>CNN</i>	<i>China flexes muscles with WWII military extravaganza</i>	Sep. 3, 2015
<i>The Times</i>	<i>Beijing shows off carrier-killer missile that challenges US</i>	Sep. 4, 2015
<i>China Daily</i>	<i>Veterans honored for heroism in war</i>	Sep. 4, 2015

The five headlines in Table 7 are the typical ones under this topic from the five e-papers. And the theory of trajector/landmarks alignment leads readers to pay attention not only to the trajector but also to the secondary landmark which carries some new information. So only by examining the trajectors and the secondary landmarks in the five news headlines in detail in Table 8, can we find out the reasons for giving different parts prominence.

TABLE 8
PROMINENCE IN TYPICAL NEWS HEADLINES

E-papers	<i>The Washington Post</i>	<i>CNN</i>	<i>The Times</i>	<i>China Daily</i>
Trajector	China	China	Beijing	Veterans
Primary landmark	advanced ballistic missiles	muscles	carrier-killer ... US	heroism
Secondary landmark	at military parade	with ... extravaganza		In war

From the table above, we find out that in a news headline, every component is essential and the order of the components is of greater importance in showing the e-papers' special intentions. Although the headlines selected are all talking about the same news event, the e-papers still show their different inclinations by giving different components salience. And the motivation for the different demonstrations of prominence is the e-papers' different attitudes towards the news event.

Firstly, *The Washington Post* shows its prejudice towards China by intentionally informing readers of China's comprehensive national strength. The headline involves three entities, *China*, *advanced ballistic missiles* and *military parade*, and it is more likely to be analyzed by the usage of trajector and landmark so as to explain the part of the news headline that receives higher degree of prominence. *China*, being the subject, is definitely the most essential part of the headline, that is to say, the trajector. And *showcase* profiles the relationship between the trajector *China* and the primary landmark *advanced ballistic missiles*, the place adverbial *at military parade* informs us of the situation in which these important weapons are showcased. Although the place adverbial here acts only as a secondary landmark, this part is of greater importance not only to the e-paper but also to the content of the news.

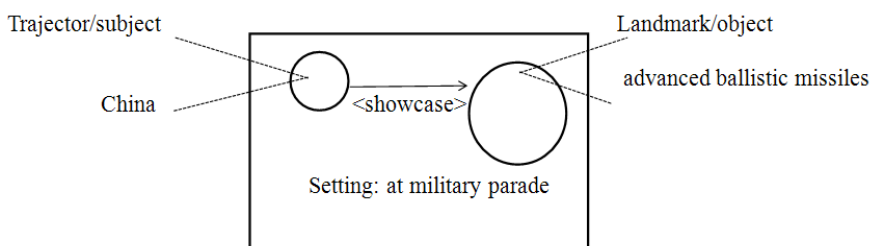


Figure 3 China showcases advanced ballistic missiles at military parade

Actually the headline can be illustrated by an action chain with *China* being the agent and *advanced ballistic missiles* the patient. But the setting *at military parade* acting as the secondary landmark attracts readers' attention. The circle on the left in Figure 3 is the trajector *China*, and that on the right is the landmark *advanced ballistic missiles*. The box here is the setting in which the action is taking place.

Without the secondary landmark, the sentence *China showcases advanced ballistic missiles* is also coherent and can be understood clearly by the readers. Therefore, we can treat this part as a showing of e-papers' special intention. Appearing at the end of the headline, the place adverbial is regarded as the information focus and attracts the reader's attention by telling us it is *at military parade* and nowhere else that the *advanced ballistic missiles* were shown. Only in this kind of formal situation, can people get the authoritative information of China's military force. If the situation is not mentioned, the message before it becomes nonsense immediately. So this arrangement of information can show e-papers' prejudice towards China and want the world to know that China is becoming more and more powerful which should arouse their attention.

The second headline listed here is from *CNN*, and the e-paper here adopts a sarcastic attitude towards the news event. The headline involves also three entities, with *China* being the trajector, *muscles* the primary landmark and *with WWII military extravaganza* the secondary landmark. There is no doubt that *China* receives more salience and is definitely the most prominent part. The relationship of the three entities here can be illustrated in action chain by the Figure 4.

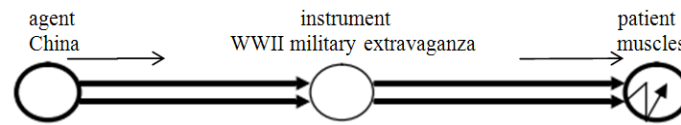


Figure 4 China flexes muscles with WWII military extravaganza

In the action chain, the agent *China* is the energetic head and is thus the most prominent part, the patient *muscles* the tail, and the instrument an indispensable part for the headline because of the transitive verb. From the content of the headline, it expresses almost the same opinion as the one from *The Washington Post*, but the sentence structures are different and thus profile different sentence elements. *China flexes muscles* is already a complete sentence with subject, verb and object, but the adverbial *with WWII military extravaganza* is emphasized here to show the e-papers' special intention that it is by *the military extravaganza* that China shows its military force. The thing worth mentioning here is the meaning of *extravaganza*. According to the *Oxford Advanced Learner's English-Chinese Dictionary* (2009, p. 709) by the Commercial Press, *extravaganza* refers to "a large, expensive and impressive entertainment". And its adjective form *extravagant* tells us more. Also from the *Oxford Advanced Learner's English-Chinese Dictionary* (ibid), we find that *extravagant* is a derogatory term and it mainly refers to "spending a lot more money or using a lot more of something than you can afford and than it is necessary". By using this particular word in the end of the headline, the editor may want to show his sarcasm towards China's anniversary.

What is more, *The Times* expresses its vicious provocation by relating China's *carrier-killer missile* with US. To be specific, this headline makes *Beijing* serve as the trajector and *carrier-killer missile* the landmark. Also the verb which relates the trajector to the landmark here shows us some of its prejudice. According to the principle of end focus, the attributive clause *that challenges US* gives readers more information. Actually the military parade held is to show that China is not the "sick man of the Asia" as it was one hundred years ago. It has become a modernized country with quiet powerful military force. But the main target of this parade cannot be the USA as *The Times* reported in this headline. This headline leads readers to think about the relationship between China and US instead of the military parade itself. As a result, because of the e-papers' special wording and sequence, the readers' attention has been distracted to the relationship between China and US.

Different from the other three, the one from *China Daily* is paying attention to various aspects of China and the objective attitude of the e-paper in any of its headline. The typical one selected here is a nominal. There are three elements here, with the head of the nominal *veterans* being the trajector, *heroism* the primary landmark and *in war* the secondary landmark. Moreover, the headline is presented with the structure of passive voice, which gives prominence to the patient in the action chain. Being a structure adopting passive voice, there are certainly other unexpressed elements, for example, by whom, in where or with what. But the elements are omitted on purpose which can be good evidence to show the e-papers' intentional prominence. Without mentioning the agent, the interaction between agent and patient is listed below in Figure 5.

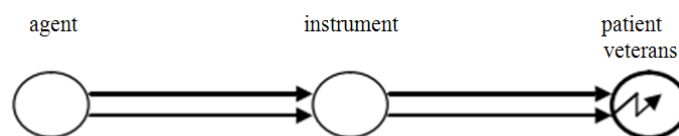


Figure 5 Veterans honored for heroism in war

From Figure 5, we find out that the agent and the instrument have not been pointed out and the patient here is the only part in the action chain. Putting at the beginning of the sentence, the patient gains the prominent place and acts as the prominent part. The using of passive voice can put the patient on the most prominent position and attract the readers' attention when they see the headline at the first sight, which also shows the e-papers' special intention of objectively praising the veterans and confirming their irreplaceable position in WWII.

IV. CONCLUSION

From the dimension of prominence within the framework of cognitive construal, this paper discusses the English news headlines about China's five news events in 2015, focusing on the demonstrations of five different e-papers, *The Washington Post*, *CNN*, *The Times*, *China Daily* and *The Independent*, and the cognitive motivations behind the different demonstrations. The findings are summarized as follows. First, different headlines in different e-papers give prominence to different parts of news events which are used as trajectors and secondary landmarks. The trajectors are always the subjects of news headlines. All the e-papers pay most attention to China, but different e-papers show their

different prominence besides China. *The Washington Post* gives prominence to the purpose of the military parade. *CNN* pays most of its attention to the news itself and the environmental condition in China. *The Times* relates the military parade in China with US. The prominent parts in *China Daily* are various with many topics of the news event talked about. Second, it is the e-papers' different attitudes towards the news event that affect greatly the motivation of different demonstrations in terms of prominence. *The Washington Post* shows its prejudice, and *CNN* is obviously showing its sarcasm towards the news event. *The Times* reports this event negatively. In *China Daily*, various topics about this news event are involved which shows that its high attention is objectively paid to this news event itself.

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A Study of the TPR Method in the Teaching of English to Primary School Students

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Abstract—In order to use TPR teaching method effectively in primary school English class, this paper uses the experiment method, two groups of students from Experimental primary school in Hongdong County of Linfen City are selected as the experimental subjects. In the process of the experiment, one group of students are taught by the TPR teaching method, another group of students are taught by the common traditional teaching method. The data from this experiment shows that the TPR teaching method is a more effective method. On the basis of the above research, this paper comes to a conclusion that the use of TPR teaching method will greatly enhance the students' learning efficiency. Through the research of this paper, the author hopes to deepen teachers' understanding of the TPR teaching method, the teacher can use the TPR method to carry on the teaching in the class and help students to learn effectively.

Index Terms—English teaching, Total Physical Response(TPR), traditional teaching methods

I. INTRODUCTION

With the development of education internationalization, English education has been paid more and more attention. What's more, English has played an increasingly significant role in Chinese education. The teaching method used in an English classroom in China is crucial. And these teaching methods must be suitable for students' learning. TPR is a teaching method developed by Dr. James J. Asher. It has a high renown and an important impact in the foreign language teaching. This method encourages to teach language through physical actions, gestures, and commands. But this approach mostly stays at the lower grade of primary school. Most important of all, it is still not widely spread.

According to a survey and some of the primary school English teachers and students' reflection, some English classes in rural areas still use the traditional teaching method which is teaching-centered, students in the rural places learn English through mechanical memory. They could lose interest in learning.

In primary school English teaching, in order to use TPR teaching method effectively, the writer implements a teaching experiment in Experimental primary school of Hongdong County. TPR teaching method can arouse students' interest in learning English. At the same time, it can also catch students' attention quickly and establish a foundation for further learning.

In China, there are many different kinds of methods for teaching English. For instance, traditional method, task-based language teaching, the communicative approach, and TPR teaching method, etc. Of course, the choice of teaching methods has a direct impact on the teaching effect. TPR teaching method has a lot of advantages in learning English. On the one hand, it can catch students' attention quickly; on the other hand, it can create a relaxed environment to make the students learn English through physical activities. At the same time, it can also enhance their self-confidence and stimulate their desire to learn English.

This paper mainly focuses on the benefits of TPR method in the teaching of English to primary school students, through a comparative research on teaching between TPR method and traditional method. This paper aims to reinforce the ability of words and sentences in learning English. What's more, TPR teaching method can reduce the psychological burden of the learning process and build a happy environment in English class.

II. LITERATURE REVIEW

In this section, the author mainly introduces some related theories about TPR method and the definition of TPR method. And the author also illustrates some features, teaching patterns and researches abroad and at home.

A. *The Related Theories of TPR Method*

TPR teaching method is introduced in the late 1960s. It has a high renown and an important impact in the foreign language teaching. This paper discusses two theoretical foundations of TPR teaching method.

1. Linguistic Theories

As early as the century, it was put forward by Asher, after the observation of numerous foreign language teaching project, he found that understanding is the most basic skill before speaking. (Asher, 1993, p.98). As a matter of fact, as early as 1940, Arnold and Thompson, two experts in child psychologists, found that before children began to speak they had been able to understand some of the adults' complex speech. "Once they have internalized the complexity of the language, they have acquired a well spoken language, and the "physiological" mechanism of this acquisition will not

disappear, and they will take the initiative to speak out a large number of languages". (Yu Zhenyou, 1992, p.25). As early as 1980s, Chomsky and some linguists have put forward *Universal Grammar Theory*. This theory holds that when the materials of input language are limited, and even when the material is not completely consistent with the grammar, students can understand what they hear. So in the TPR classroom, the teacher will not ask the students to repeat what the teacher said at once and nor do they expect the students to speak soon. And even if the student has an "attempt" to speak, the teacher will try to postpone the time they begin to say. (Wang Li, 2008, p.33). The reason for this is that the TPR teaching method believes, listening and understanding should precede the speaking. If the students do not have enough understanding about what they heard, it is not possible to produce language output.

2. Psychological Theories

TPR teaching method takes a psychologist's point of view, namely "memory trace". The theory of "memory trace" thinks that the greater the track frequency and intensity of contact is, the stronger the memory connection is, the more easily it is recalled. (DeCecco, J. D, 1968, p.66). The complex instructions in the TPR teaching method are based on the simple instructions. The TPR teaching method, which is the "listen-act model" as main teaching method, involves a large number of body movements. It is a strong memory to express the understanding of the instructions in this way. It can improve the retention rate of the memory. The TPR teaching method absorbs the role of humanistic psychology in the study of effective factors. It is believed that good emotional communication between teachers and students can reduce the psychological burden of students and create a pleasant learning atmosphere. A student should not be forced to speak unless he has made a full preparation. Even when a student has made some mistakes in his speech, the teacher should take a tolerant attitude towards them. Students generally will be free to express themselves through action, when the student's sense of anxiety is reduced. When they overcome the shyness of speaking English and have a good mood, the efficiency of learning will be improved.

B. Definition of TPR Method

The Total Physical Response is abbreviated as "TPR". Total Physical Response is a language teaching method which is built around the coordination of speech and action. It is put forward by James J. Asher. On the foundation of Asher's own researches and theories on second language acquisition, he founds TPR method. He points out that we should integrate language with actions to teach English through Total Physical Response. At the same time, we should also develop a student's listening ability firstly, then the speaking.

Total Physical Response teaching method provides a more relaxed learning atmosphere for learners. So students can overcome the stress of speaking English. Teachers can also attempt to create beneficial conditions for students to learn. When the students' subjective initiation is activated, the teaching efficiency will be better, too.

C. The Features of TPR Method

TPR teaching method emphasizes the abstract thinking is based on the image thinking. We are different for the two hemispheres of brain function. The right one of two hemispheres is in charge of abstract thinking, however the left one is in charge of image thinking. (Zhu Chun, 2000, p.189). Thus, the method proposes that the teaching process should be kept in a real situation or close to reality. Students should perceive the world through the senses rather than relying solely on the full range of audio-visual mode.

From the perspective of language learning, at first, students need to improve the listening ability, then to improve speaking and writing ability. The specific characteristics of the TPR teaching method can be summarized as follows:

- 1) Taking listening as the leading activity in the classroom.
- 2) If they have done much preparation work, we should allow students to take part in activities.
- 3) Students should improve their comprehension ability through the body's response to language.
- 4) Teaching should pay more attention to meaning rather than form, so that students can reduce the tension.
- 5) It helps to cultivate students' real communicative competence.
- 6) After using TPR teaching method, students can maintain long-term clear memory after a period of time. It plays a significant role in primary learners' long-term memory.
- 7) It has a higher recall rate. TPR teaching method can make learners recall more often after gaining the knowledge.

D. Teaching Patterns

TPR teaching method is a student-oriented teaching method. Its teaching methods are diverse. Its teaching material is not only one single word, but also sentence. In a typical class of TPR method, most of the activities in the classroom use imperative sentences. There are some other activities in the class, for example, slide presentations and role plays. Some cases are designed by the teacher, such as in the library or in the classroom, or asking for something and then the students are asked to take actions. The slide presentation provides a visual theme for teachers to teach, instruct and ask questions. For example, "In the slide, what can you see?" Writing and reading can also be used to further strengthen the structure and vocabulary.

According to Asher's statement, there is no certain material at the beginning of the TPR class. As time goes by, the role of the material will become more important. For beginners, a TPR class requires the teacher's gestures, actions and sounds. Afterwards, the teacher can use the general items, for instance, rulers, pens and other tools. With the progress of curriculum, the teacher may want to use additional materials to support teaching, they may include pictures, text charts,

slides and so on. (Asher, 1993, p.65). Asher creates a set of student kits that can be in some particular situations, such as the classroom and the station. If necessary, the students themselves can be set to the scene.

1. Cardboard Pattern

The teacher writes 26 letters on different boards. Every student has a card. Before the teachers call, the teachers should continue reading until the students remember them. Later, when the student hears the name of the card in their hands, they should answer “yes, here I am”. Next, the students exchange their cards, in response to the teacher’s call. In this way, the student can not only master the pronunciation of the letter, but also identify how to write the letter. Meanwhile, they can pay more attention to the learning process.

2. Game Pattern

Depending on the nature of students’ psychological characteristics, they can not keep their attention a long time and not often listen to the teacher. In this way, a positive classroom atmosphere will enable some of students to interact with teachers and other students to maintain their attention. In this mode, the teacher can also design some of the relevant content of the game. For instance, in order to inspire students’ English thinking, the teacher divides students into 2 groups. One group is “snow” or “winter”, the other group is “rain” or “summer”. These two groups stand face to face, they are three meters apart. In the group “snow” of the students throws a ball to the group “rain”. Moreover, they shout “white” or other color words. The other side of the student cries out like a “white peach”, which is white. Next, they throw the ball to a group of “snow” and shout a kind of color. And let them do it all the way. The teacher can judge by the time of rule or control which group is the winner, and then gives them some gifts or prizes.

This game can cultivate students’ sense of English and English thinking in a relaxed and pleasant atmosphere.

3. Competition Pattern

Learners not only have a strong curiosity, but also are eager to go beyond others. Accordingly, any competitive activities can arouse their enthusiasm for learning English. Teachers can make the best of the psychological characteristics and cultivate their language skills in the game. For instance, the teacher can divide students into several groups. Every group has its own name. At the same time, every group also has its own slogan. There is another form of competition between boys and girls. Teachers can also organize the competition between individuals and teams, or between teachers and students. Competition can cause students to be highly emotional and make language learning more interesting.

E. Current Situation of Researches Abroad and at Home

There are different views on the research of TPR method at home and abroad. In 1969, Asher carried out 30 to 40 experiments. Through the observation and analysis of the TPR method in the teaching of Japanese, Russian and other languages, Asher pointed out “no matter how complicated the language is or how long the time interval is, the TPR method can make the students understand quickly” in *The Total Physical Response Approach to Second Language Learning*. (Asher, 1993, p.126). In addition, in some exercises, no matter what the students do or just watch what others do, they have no relationship. It is important that students should have the opportunity to express themselves through physical action. Asher tries to find out the reasons why the TPR method can promote understanding and improve memory. He excludes a number of factors that might affect the effect of TPR, such as location and sequence. Last but not least, Asher comes to the conclusion that the most important factor is the learner’s physical action. Krashen describes the TPR method as a way to get linguistic knowledge in the realistic and meaningful language activities. (Krashen, 2009, p.59).

In our country, the research on the students’ English teaching is carried out later than the foreign countries. The famous British educator Gong Yafu compiles an English teaching material for children which is called *Total Physical Response English*, to promote the application of the TPR teaching method in practical teaching. (Gong Yafu, 2002, p.52) Yu Zhenyou (1992) puts forward his opinions on the second language acquisition, the characteristics and advantages of the TPR teaching method. Zhong Jing, from the perspective of cultivating students’ interest in English learning, combines with her own research and teaching practice, points out the TPR teaching method which can excite students’ interest that learning English. (Zhong Jing, 2002, p.36) From the above research, we can know that many scholars in our country have discussed a lot about the application of TPR teaching method in English teaching, however, the practical and systematic studies are rare.

III. METHODOLOGY

In this section, the author carries out an experimental research on TPR teaching method. In this experiment, two groups of students are adopted different teaching methods, the TPR teaching method and the traditional method. Data from the teaching experiment and the results of classroom observation are analyzed in order to get the practical effect of TPR in the classroom.

A. Research Questions

The purpose of this paper is to analyze the application of TPR teaching method in English teaching. The goal of this research is to compare the effectiveness of the TPR teaching method as a judgment of its effect on traditional teaching methods when teaching students to use English. In the goals of the research, this study discusses the following

questions:

- 1) Compared with the traditional method, what are the advantages of the TPR teaching method?
- 2) Is the TPR teaching method an effective method to teach students? If so, how to use it will be more effective?

B. *Participants of the Research*

1. Choice of the Teacher

The teacher is a young woman with four years of teaching experience. Her English is very good, and she is willing to participate in this experiment to improve her teaching ability. She has tried many different methods of teaching in her class. Therefore, there is no doubt that she is a participant.

2. Choice of the Students

In this study, students chosen are from the fourth grade primary students studies in the Experimental primary school of Hongtong County. The reasons for choosing these students as the participants are as follows:

- 1) English learning of the fourth grade students is regular. A year later in learning English, they have a well learning style, so it is easy to manage them.
- 2) They have acquired some English knowledge. Compared with the students of grade three, they are the ideal targets of this study.

C. *Research Design*

1. The Variables of the Experiment

In this research, independent variable is the two different teaching methods. One is the TPR teaching method, however, the other is the traditional method. TPR teaching method holds that the beginning of the course that should give priority to listening, and then the speaking. Students learn from word to phrase as a method of language learning. There is not much difference between two groups of teaching content, and the teaching content of the two groups will get the same test at the end of the class. In contrast, the traditional methods and means are rote practices involving verbal repetition and practice of spoken language translation, reading activities. Student performance, including their attitudes and the ability to use the target language in the classroom, is related to variables in this study.

2. Experiment Group and Control Group

The experiment is conducted in Experimental primary school of Hongtong County. 20 students are selected from this school. They are all lower grade students at the same level of English proficiency. The content of courses is the same. The only difference is the way to impart knowledge. Teaching by the same person ensures that the teacher's influence is equal. In the course of teaching, each group in the same environment for teaching is used the same evaluation criteria for evaluation. Dividing the students into two groups, one group is the experiment group, the other group is the control group. Each group has the same number of students.

D. *Research Procedure*

1. Experiment Group

1.1 General Layout

Ten students in the experimental group are treated with a slightly different environment. That is to say, their desks are not fixed, but move every day to meet the needs of the course. Due to the need of sports, students' desks are usually removed, so that students have more freedom to interact with learning materials.

Since the use of TPR method, students have a lot of chances to touch and see the visual aids. The teacher is ready to give guidance. In order not to confuse the students, she needs to be definite and clear. Furthermore, the teacher should pay more attention to the students' social need and she should create a relaxing and funny atmosphere for the students to complete a part of the course. The teacher prepared in advance, or to provide students with comprehensive listening comprehension, students need to understand. The teacher designs some games, for instance, two students come to the front of the class in pairs, and then one of them performs the action, at the same time, the other person outputs the appropriate language.

1.2 A Typical Course Project: the PPP Model

Presentation: Through watching and listening to the teacher's word, students write it down and explain the word by action or picture. The teacher examines their understanding by performing other actions and asking whether the word they have learned is related to the behavior. Students should be able to use different language input and action to convey to the teacher.

Practice: Students now have the opportunity to practice new words through action, with the teacher's input, and they must decode and respond. In this way, students can remember new words by repeating actions. Once the students are comfortable and familiar with the input of the new vocabulary, the teacher now reverses her dominance and students take up the role of teaching. In this regard, the students are now expressing their hope for the teacher to communicate through words.

Production: Students interact with each other by using new words through competitive games. Teachers can present students with visual input, and students can use their understanding of memory.

In this process, students are required to take an exam to test the students' listening comprehension and the memory of the day's target language.

2 Control Group

2.1. General Layout

The teacher must maintain a dominant position on the students in this class. This classroom is dominated by a strict teacher. There is a rigid seat, with the students in a row. The seat does not need to change. This class does not require additional visual aids or special preparation. Teachers use textbooks as a means to convey the information to students. In order to get a target language, students do not need to do special activities in class, the basis for teaching is memory. Such an atmosphere is quiet, diligent, and sometimes oppressive. Students are not active in the classroom, because the atmosphere is very depressed. The teacher gives more work to guide the target language, instead of using the language to speak. Students spend a lot of time on alternative and integrated exercises.

Teachers will focus on the accuracy of the pronunciation of the students. It takes a lot of time to correct students' words. So, students spend more time under the tutor's stress, rather than through the language or actions from the master to use the language. Students spend most of their time in mechanical time, and do not need to fully understand the new vocabulary they have learned.

2.2. A Typical Course Project: Memorizing Mechanically

Beginning: The teacher asks students to come up with their textbooks and find the pages of the new vocabulary. The teacher reads the word, and then students repeat it over and over again until they can recite the pronunciation of the word and the meaning of the word. The teacher asks students to read every word, and then translates the English into Chinese or Chinese to English.

Middle: The teacher gives some examples of the use of new words in sentence structure. The students require to copy the sentences that the teacher makes for them. The teacher then asks the students to use the words they have learned to make a sentence.

End: The teacher takes out the workbook and lets students fill in the blanks with the new words that are learned. Students need to rely on the word to complete the task. The teacher asks students to stand up and give answers, then she checks if they are properly used and pronounced. The interaction between students is very little.

In this process, students are required to take an exam to test the students' ability and the memory of the day's target language.

IV. RESULTS

In this section, the author makes a detailed analysis about the scores of the experiment group and the control group, and students' response from classroom observation. Two different teaching methods have been put in place since 2 months. The following is a detailed description of the different scores on the same test for the experiment group and the control group. Every exam is a total score of 20 points.

A. The Scores and Analysis of the Experiment Group

TABLE 1
THE SCORES OF THE EXPERIMENT GROUP

Students	1	2	3	4	5	6	7	8	9	10	Mean
Nov. 6th	20	18	17	19	20	16	17	15	18	20	18
Nov. 14th	17	17	18	16	19	16	15	19	18	19	17.4
Nov. 21st	19	19	18	20	20	17	19	17	17	19	18.5
Nov. 28th	20	18	17	17	18	19	17	16	18	18	17.8
Dec. 5th	20	19	18	19	18	17	17	18	18	19	18.3
Dec. 13th	19	18	18	19	20	18	17	17	18	20	18.4
Dec. 20th	19	20	19	20	19	18	18	18	19	19	18.9
Dec. 27th	20	19	20	20	19	19	18	19	18	20	19.2
Average points	19.25	18.5	18.13	18.75	19.13	17.5	17.25	17.38	18	19.25	18.31

Students in the experiment group achieves very good results. In other words, students not only are tested at the end of each lesson, but also there are no extreme differences between students.

These results are consistent with our hypopaper that the experiment group uses TPR method that will provide consistently high results. There are no pressure on the learning environment, and the opportunity to use language. In such a relaxed environment, they will learn better.

B. The Scores and Analysis of the Control Group

TABLE 2
THE SCORES OF THE CONTROL GROUP

Students	1	2	3	4	5	6	7	8	9	10	Mean
Nov. 6th	14	13	13	10	15	11	17	12	14	18	13.7
Nov. 14th	12	14	15	11	15	11	12	17	16	20	14.3
Nov. 21st	11	14	10	12	14	12	15	13	13	17	13.1
Nov. 28th	9	10	15	9	17	10	17	11	8	16	12.2
Dec. 5th	9	11	9	10	14	12	11	12	15	15	11.8
Dec. 13th	12	12	13	15	14	13	14	10	11	14	12.8
Dec. 20th	14	15	11	15	16	15	14	13	12	16	14.1
Dec. 27th	10	11	8	10	11	12	11	14	12	13	11.2
Average points	11.38	12.5	11.75	11.5	14.5	12	13.88	12.75	12.63	16.13	12.9

The average scores of the students in the control group are lower than the average scores of students in the experiment group. There exists some extreme differences between the students' scores. These results are consistent with our hypopaper that the control group uses the rote teaching method that provides wavering results for memory. Stressful learning environment and the lack of language skills are affecting students' learning.

C. Students' Response from Classroom Observation

1. Experiment Group Summary

In the experiment group, there is a large number of sound and video used in the classroom. The students respond positively to the teacher's suggestion in the classroom. The students have enough time to listen and understand the target words, so they are very confident and seldom worry about making mistakes when they come to speak. Classroom atmosphere is not subdued, it is very lively, the students are also very happy. Students sit face to face to see each other from a distance, and activity occurs in the center of the group. Students do not have to face each others' back, which makes it easier to interact in the target language. In addition, as teachers use the most important target language in classroom communication, students are exposed to the second language in this period. All students want to participate in this activity and are eager to show their behavior. In this way, they can easily produce the second language again.

2. Control Group Summary

In the control group, students spend most of their time in listening and taking notes, without too much visual input, and the contents are taught by the teacher over and over again. Teachers give students little time to find out whether they have acquired the necessary understanding including the words that have been learned. Teachers present a grammar rule in class and students spend a lot of time writing the grammar rules. Next, the students need to complete a grammar exercise. The use of target language for any type of voice interaction spends little time. Students do not have the space to move or perform actions. Students are in the face of the teacher and the blackboard and their seats are fixed. When the students read after teacher over and over again, and spend most of the time on the exercises, the atmosphere is not active and makes them depressed. The output of the students is entirely based on the teacher's example. Students do not appear to stimulate learning, their answer is just to answer the teacher's questions, rather than a positive part of the classroom.

D. Discussion

The general goal of the TPR teaching method is to make the students learn to use the language. The initial stage about teaching is to let the students understand the content of the study, and to teach the language through action. However, the traditional English teaching method in our country is to teach grammar, to master the grammar structure, and the final purpose is to test, instead of using the language. This leads to the traditional teaching method into a single and rigid teaching dead end.

Before the experiment, there is little difference between the two groups. But after the teaching experiment, we can see an obvious difference between the experiment group and the control group. From the analysis of the data, in the experiment group, there are no extreme differences between students' scores. However, in the control group, there exists some extreme differences between the students' scores. On the basis of the above analysis, this paper comes to a conclusion that the TPR teaching method is better than the traditional method. There are lots of advantages of the TPR teaching method, as shown below.

- 1) It helps to arouse students' learning interest and inspires the enthusiasm of students' learning.
- 2) The TPR teaching method can reduce the pressure of students.
- 3) The coordination of language and behavior is beneficial to the development of the brain.
- 4) It can help students to improve their listening and speaking ability.
- 5) It is memorable. It can help the students to remember the phrases or words. Actions help to strengthen the connections in the brain.
- 6) It is funny and easy, students enjoy it. It can really improve the mood.
- 7) This is good for the learners who need to be active in the classroom.
- 8) It works well for students and adult learners.
- 9) It can create an authentic language environment.

V. CONCLUSION

This section is a summary of the whole paper, the main results are as follows. On the basis of this research, the writer illustrates some main findings of the research on the teaching of English for students and the limitations of this study, and puts forward some suggestions for further research in this chapter.

In the last section, the author expounds the research data and data analysis. The writer finds that TPR teaching method can obtain better teaching effect than traditional method. The TPR teaching method can arouse students' interest in learning English. The author believes that it is necessary to carry out such a study, in order to give the best way for students to work and to develop their abilities in the target language. The main findings of this study are as follows:

First of all, using TPR teaching method in our study to teach students can make sure students have better listening ability than traditional teaching method. The experiment data about teaching shows that after a period of study, the progress of the experiment group is more obvious than that of the control group through different teaching method, which has been mentioned in the results of testing. Before the experiment, there is not much difference between the two groups. This may be the case, when using the TPR teaching method to teach English, the teacher always asks students in the process of language input to do the actual action with her together. Then the teacher uses a variety of methods to make the students produce language. In this way, students can use more time to speak English. When students say more, they can learn more useful words and expressions. At the same time, it can not only improve their spoken English level, but also promote the improvement of students' listening ability.

In the next place, as we can see, the TPR teaching method is easier for the students to review the knowledge that they have learned than the traditional teaching method. From the analysis of data, the author finds that the scores of the experiment group are significantly higher than those of the control group in these tests. TPR teaching method enables students to use their hands and brain in learning, and stimulate students a variety of senses.

Finally, according to the observation results, the use of TPR teaching method to teach students, learning atmosphere and classroom activity participation are better than the traditional method. The TPR teaching method is also in line with the characteristics of primary students, so that they learn English through the body movements without too much explicit pressure.

Although some important results have been obtained in this research, there are still some shortcomings:

First of all, in this study, due to the limitations of time and energy, this paper chooses 20 students to collect research data. Therefore, the results of this study have certain limitations and can only provide limited suggestions for students' English learning. Secondly, the teaching experiment lasts only 2 months. Many of the anticipated results in such a short period can not be fully mentioned. If the study lasts for a long time, the writer believes that the results will be more accurate and reliable.

In consideration of the limitations of this study, the following researches need to be further studied. Above all, we can further study the TPR teaching method, especially in combination with the characteristics of students' English learning. Next, the scope of the research object can be extended. In this study, the writer chooses the fourth grade students in primary school. We can also choose the students in their third and fifth grade to increase the size of the sample. Under the circumstances, the reliability of the study will be greatly improved. The time of the study can be prolonged, in order to have enough time to investigate larger sample or individual case. If this is the case, in order to improve the students' English, we can provide more valuable suggestions.

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Self-regulation and Locus of Control Predicting EFL Learners' Willingness to Communicate

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Abstract—The purpose of this descriptive quantitative research was to systematically investigate the association among EFL learners' Self-Regulation (SR), Locus of Control (LC), and their Willingness to Communicate (WTC). To fulfill this purpose, 222 male and female EFL learners, within the age range of 20 to 32 ($M_{age} = 26$) were selected based on the convenience sampling strategy. These participants were asked to fill in three questionnaires, namely the English versions of the Motivated Strategies for Learning Questionnaire (Pintrich, Smith, Garcia, & McKeachie, 1991), the Internal Control Index (Duttweiler, 1984), and the WTC Scale (McCroskey, 1992). Since the assumptions of normality of distribution were partially violated, the research questions were answered using parametric and non-parametric tests. The obtained results led the researchers to conclude that significant and positive correlations exist between SR and WTC, SR and LC, and LC and WTC. Furthermore, considering WTC the predicted variable, a regression analysis revealed that LC is a better predictor of WTC than SR. The study finally presents a discussion on the results and provides some implications for those engaged in EFL learning and instruction.

Index Terms—internal factors, locus of control, self-regulation, speaking, willingness to communicate

I. INTRODUCTION

In the previous decades, English has established its position as a lingua franca – an extremely common international language (Mitchell & Myles, 2004; Morley, 1987). More recently, we have witnessed the growing endorsement of the social constructivist theory, highlighting the role of active and planned communication in second language (L2) learning (Ashton-Hay, 2006; Zaker, 2016a, 2016b). As a result, many studies have tried to investigate some factors to help learners to learn English more effectively while their main focus is on oral communication or speaking (MacIntyre, 2007; MacIntyre, Baker, Clément, & Donovan, 2003; Sheldon, 2008; Yashima, 2002).

One variable that seems to have an important impact on speaking is willingness to communicate. Speaking in a second or foreign language has often been viewed as "the most demanding of the four skills" (Bailey & Savage, 1994, p. 7) and the most difficult and challenging skill language learners have to face (Brown, 1994). The notion of willingness to communicate is the first step to speak and plays a key role in learning how to speak in a second/foreign language (MacIntyre, Dörnyei, Clément, & Noels, 1998; Moazzam, 2014). The concept of willingness to communicate was first introduced in first language (L1) by McCroskey and his colleagues (McCroskey, 1992; McCroskey & Richmond, 1990; Zakahi & McCroskey, 1989) to describe individual differences in L1 communication (MacIntyre, Baker, Clément, & Conrod, 2001). It is defined as "variability in talking behavior, which is rooted in a personality variable" (McCroskey & Baer, 1985, p. 3).

Today, willingness to communicate is emerging as a concept not only to describe individual differences in L1 but also individuals' differences in L2 communication (Yashima, 2002). In regard to L2 contexts, willingness to communicate is described as "a readiness to enter into discourse at a particular time with specific person or persons using an L2" (MacIntyre et al., 1998, p. 547). MacIntyre et al. (1998) added that willingness to communicate is a multifaceted factor and influenced by the degree of self-confidence, attitude toward L2 culture, communication context, and personality factors.

Considering the importance of willingness to communicate in learning a foreign language for language learners (MacIntyre et al., 1988), many attempts have been made to identify and determine factors which influence, enhance, or even impede learners' willingness to communicate. In this regard, Dörnyei (2005) underscores the effect of psychological factors on the process of language learning specifically in speaking process. One of the probable influential psychological factors in willingness to communicate and consequently speaking process is learners' self-regulation (Mahjoob, 2015). Schunk and Zimmerman (1994) defined self-regulation as "a process student use in order to activate and sustain cognitions, behaviors, and affects, which are systematically oriented toward attainment of their goals" (p. 309).

As Mahjoob (2015) believed, high achievers in speaking a foreign language are self-regulated learners. Since 1991, when Albert Bandura attracted attentions to the social cognitive theory, self-regulation has been a topic of interest for

numerous scholars, educators, and researchers. Self-regulation, which has a critical and essential role in current educational system (Pintrich, 2000), is an active process which helps learners to control their behavior, motivation, cognition, and also helps them in specifying goals for learning (Paris & Paris, 2001, as cited in Heidari Soureshjani, 2013).

Since willingness to communicate and speaking in a foreign language is a rather complex issue which interacts with a variety of psychological, cultural, cognitive, and social variables, focusing on not only the academic aspects of learning, but also the way that learners observe their surroundings, or the locus of control, could be another significant related variable in willingness to communicate and speaking skill (Jain & Pratabsingh, 2008; Williams & Burden, 1997).

Locus of control as one of the important and influential variables in language learning (Jain & Pratabsingh, 2008), was initially developed by Julian Rotter in 1954. Locus of control, a construct from social learning theory which is cognitive by nature (Ahmad & Fotowwatzadeh, 2013; Jain & Pratabsingh, 2008), is believed to determine the way individuals shoulder responsibility in life, i.e. who or what in their opinion is in charge of the success and failure they experience (Rotter, 1966, 1975). It is a theory of "a person's beliefs about control over what happens to him or her" (Jarvis, 2005, p. 125). Measures of this construct are reported in terms of people having an internal or external orientation (Rotter, 1966, 1975). This means that, locus of control indicates individuals' beliefs regarding the control they have over what happens in their lives, as opposed to the passive point of view.

Regarding the above-mentioned points and in order to foster communication, it is important to be aware of the different factors influencing the degree of willingness to communicate. So, this study investigates the relationship among self-regulation, locus of control, and willingness to communicate of EFL learners. For accomplishing this purpose, the researchers formulated these research questions:

Research Question 1: Is there any significant relationship between EFL learners' self-regulation and willingness to communicate?

Research Question 2: Is there any significant relationship between EFL learners' self-regulation and locus of control?

Research Question 3: Is there any significant relationship between EFL learners' locus of control and willingness to communicate?

Research Question 4: Is there any significant difference between EFL learners' self-regulation and locus of control in predicting their willingness to communicate?

II. METHOD

Participants

222 undergraduate EFL learners (87 males and 135 females) whose age ranged from 20 to 32 ($M_{age} = 26$) took part in this study. They were Islamic Azad University students at Central Tehran, South Tehran, and Science and Research branches and majored in English Translation and English Literature. The sampling strategy for selecting the participants was convenience sampling, and from the initial number of 270, 48 individuals were excluded from the data; this happened because these EFL learners had provided incomplete and careless answers to the research instruments. Consequently, the sample pool shrank to 222 individuals.

Instrumentation

The instruments mentioned below were employed in order to collect the quantitative data and fulfill the purpose of the study:

- ◆ The Internal Control Index
- ◆ The Motivated Strategies for Learning Questionnaire
- ◆ The Willingness to Communicate Scale

Duttweiler's Internal Control Index

In the present study, the Internal Control Index (Duttweiler, 1984) was used to estimate the degree of internality and externality of the participants' locus of control. This instrument is designed based on two factors: self-confident and autonomous behavior (Duttweiler, 1984). It consists of 28 Likert-type items with five options, "rarely" to "usually". The possible score range is 28 to 140, and higher scores indicate a higher level of internal locus of control. Fifteen minutes were given to the participants to complete this questionnaire.

This instrument is considered the most reliable and valid questionnaire for assessing the degree of internality and externality of the adults' locus of control (Furnham & Steele, 1993). According to Duttweiler (1984) the questionnaire has good internal reliability with a Cronbach alpha of .85. Moreover, this instrument has "fair concurrent validity with a low but significant correlation with Factor I of the Rotter I-E Scale" (Fischer & Corcoran, 1987, p. 198). In this study, the reliability of Internal Control Index was computed through Cronbach alpha at 0.81.

Pintrich, Smith, Garcia, and McKeachie's Motivated Strategies for Learning Questionnaire

For estimating participants' level of self-regulation, the Motivated Strategies for Learning Questionnaire (MSLQ), developed by Pintrich, Smith, Garcia, and McKeachie (1991) was employed in this study. The original form of this instrument has 81 Likert-scale statements, and the alternative options score 1 "not at all true of me" to 7 "very true of me". The instrument consists of 15 modular subscales which are divided into two categories, Motivation and Learning Strategies. The final score could range from 81 to 567, and the higher the mark, the more self-regulated is the participant. The participants were given 35 minutes to answer the questions.

Reportedly, the psychometric qualities of this instrument have been recognized at different educational levels (Duncan & McKeachie, 2005; Pintrich et al., 1991, 1993; Wolters, Pintrich, & Karabenick, 2005). Besides, several studies have supported the reliability and validity of this instrument (Garcia & Pintrich, 1994, 1996; Kivinen, 2002; Pintrich, Smith, Garcia, & McKeachie, 1993). In this study, the reliability of MSLQ was computed through Cronbach alpha at 0.79.

McCroskey's Willingness to Communicate Scale

The Willingness to Communicate Scale devised by McCroskey (1992) was used to estimate the participants' willingness to initiate communication. It has been argued that this instrument estimates individuals' inclination to approach or avoid the initiation of communication. It consists of 20 situations in which a person might choose to communicate or not to communicate. The participants are supposed to respond by determining the percentage of times they would choose freely to communicate ranging from 0 for "never" to 100 for "always". The allocated time for answering the questionnaire is 15 minutes.

Reliability of this scale appears to be excellent according to McCroskey (1992); reportedly, the reliability indices range from .86 to .95 (McCroskey, 1992). In this study, the reliability of willingness to communicate scale was computed through Cronbach alpha at 0.87.

Procedure

In order for the researchers to accomplish the purpose of this study, the following procedure was followed. At the first step, the participants were selected from among undergraduate female and male students who were majoring in English Translation and English Literature at Islamic Azad University, Tehran Central, South and Science and Research branches.

Before administrating the questionnaires, the participants were provided with some brief explanation as to how the questionnaires are completed, and they were asked to complete them in approximately 65 minutes. For encouraging the participants' attentiveness and honesty in answering the questionnaires, the participants were assured that their responses would be kept confidential and used only within the framework of this study. Moreover, the order of the administered questionnaires was intentionally randomized in order to control for the impact of order upon the validity of the data and the completion process. Out of 270 initially administered questionnaire sets, 222 usable and carefully-answered sets qualified for the statistical analyses.

III. RESULTS

The design of this study was descriptive. The predicted variable was willingness to communicate, being predicted by locus of control and self-regulation. Besides, the intervening variables were participants' gender and age. In this section, the conducted analyses and calculations are reported.

The Preliminary Analyses

Prior to answering the research questions, a number of assumptions needed to be checked. Initially, the assumptions of participants' independence and interval data (Tabachnick & Fidell, 2007) were checked and met as the employed instruments provided interval data and the participants answered the questionnaires independently. Furthermore, some other critical assumptions had to be checked in the data. As suggested by Tabachnick and Fidell (2007), these assumptions are:

1. The existence of linear relations between pairs of variables,
2. Homoscedasticity, and
3. The normality of distribution.

The abovementioned assumptions, checked in the following sections, are pertinent to the first, second, and third research questions. Furthermore, due to the nature of the employed analysis, the assumptions related to the fourth research question are checked when the initial research questions are already answered.

Linear Relation between Each Pair of Variables and Homoscedasticity

For checking the linearity of relations, a multiple scatterplot was created (Figure 1).

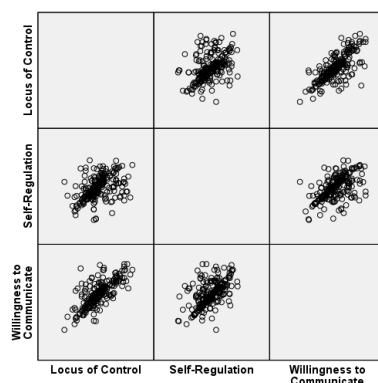


Figure 1. Multiple scatterplot of locus of control, self-regulation, and willingness to communicate

The inspection of this scatterplot indicated that the existing relations among the variables are of a linear nature. Noticeably, U-shaped or curvilinear patterns of distribution do not exist. As a result, the assumption of linearity of relations is met. Besides, as the score distributions are not funnel-shape, the assumption of homoscedasticity is satisfactorily met.

Normality of the Distributions

For checking the normality of the distributions, the kurtosis and skewness ratios were initially calculated. Thence, the distribution histograms and Normal Q-Q Plots were inspected. Finally, the Kolmogorov-Smirnov test was used (Table 1).

TABLE 1.
TESTS OF NORMALITY OF THE SCORES

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Locus of Control	.076	222	.004	.987	222	.041
Self-Regulation	.039	222	.200*	.993	222	.346
Willingness to Communicate	.029	222	.200*	.996	222	.861

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

According to this table, the normality of distribution is only supported for self-regulation and willingness to communicate scores. Therefore, the correlational research questions which included locus of control (research questions two and three) were answered using a non-parametric test.

Answering the Three Initial Research Questions

The First Research Question

The first research question was answered by running Pearson's product-moment correlation coefficient. The results are presented in Table 2.

TABLE 2.
PEARSON'S CORRELATION BETWEEN SELF-REGULATION AND WILLINGNESS TO COMMUNICATE

		Self-Regulation	Willingness to Communicate
Self-Regulation	Pearson Correlation	1	.540**
	Sig. (2-tailed)		.000
	N	222	222
Willingness to Communicate	Pearson Correlation	.540**	1
	Sig. (2-tailed)	.000	
	N	222	222

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

As reported, there existed a significant positive relationship between self-regulation and willingness to communicate, $r = .54$, $n = 222$, $p < .01$. This signified a large effect size (99% confidence intervals: 0.406 to 0.651; Cohen, 1988).

The Second Research Question

For answering this question, the Spearman rank order coefficient of correlation was employed (Table 3).

TABLE 3.
SPEARMAN'S CORRELATION BETWEEN SELF-REGULATION AND LOCUS OF CONTROL

		Locus of Control	Self-Regulation
Spearman's rho	Locus of Control	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	222
	Self-Regulation	Correlation Coefficient	.480**
		Sig. (2-tailed)	.000
		N	222

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

As reported, there existed a significant positive relationship between self-regulation and locus of control, $\rho = .48$, $n = 222$, $p < .01$. This signified a medium-to-large effect size (99% confidence intervals: 0.336 to 0.602; Cohen, 1988).

The Third Research Question

For answering this question, the Spearman rank order coefficient of correlation was run (Table 4).

TABLE 4.
SPEARMAN'S CORRELATION BETWEEN LOCUS OF CONTROL AND WILLINGNESS TO COMMUNICATE

			Locus of Control	Willingness to Communicate
Spearman's rho	Locus of Control	Correlation Coefficient	1.000	.728**
		Sig. (2-tailed)	.	.000
		N	222	222
	Willingness to Communicate	Correlation Coefficient	.728**	1.000
		Sig. (2-tailed)	.000	.
		N	222	222

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

As reported, there existed a significant and positive correlation between locus of control and willingness to communicate, $\rho = .728$, $n = 222$, $p < .01$. This signified a large effect size (99% confidence intervals: 0.636 to 0.799; Cohen, 1988).

Hitherto, it was concluded that both locus of control and self-regulation are significantly and positively associated with willingness to communicate. Consequently, answering the fourth research question turned out to be legitimate.

Preliminary Analyses Pertinent to the Fourth Research Question

For answering the last research question, it was needed to run a multiple regression analysis. Prior to that, some pertinent assumptions needed to be checked; as suggested by Tabachnick and Fidell (2007), they are:

1. The size of the sample pool
2. The nonexistence of multicollinearity
3. Observing normality
4. The nonexistence of outliers

The first assumption was met according to the criterion suggested by Tabachnick and Fidell (2007; $222 > 66$). For checking the second assumption, the Tolerance value and VIF value were calculated (Table 5).

TABLE 5.
TOLERANCE AND VIF VALUES

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Locus of Control	.824	1.213
	Self-Regulation	.824	1.213

According to the reported results, the Tolerance values are higher than .1. Also, the VIF values are smaller than 10. Consequently, multicollinearity seemed to be nonexistent in this data. Thence, the Normal Probability Plot (P-P) was created, suggesting no major deviation from normality. Moreover, the scatterplot of standardized residuals indicated that residuals were rectangularly distributed. At the end, the Mahalanobis distance values were checked for inspecting the existence of outliers. As the results reported, the largest Mahalanobis value was 10.4 which is below the critical level. This suggested the nonexistence of outlier cases.

The Fourth Research Question

The last research question was answered running a standard multiple regression (Table 6).

TABLE 6.
MODEL SUMMARY – R AND R SQUARE

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777 ^a	.604	.600	9.886

a. Predictors: (Constant), Self-Regulation, Locus of Control

b. Dependent Variable: Willingness to Communicate

The obtained results indicated that the R^2 value is 0.604. This is to say that 60.4 percent of the variance in willingness to communicate is explained by this model (Cohen, Cohen, West, & Aiken, 2003). Furthermore, $f^2 = 1.5252$ indicated that the effect size is large.

Table 7 presents the ANOVA results ($F(2, 219) = 166.732$, $p = 0.0005$) which turned out to be significant. Therefore, it was concluded that the model significantly predicts EFL learners' willingness to communicate, self-regulation, and locus of control.

TABLE 7.
REGRESSION OUTPUT: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32588.821	2	16294.410	166.732	.000 ^a
	Residual	21402.491	219	97.728		
	Total	53991.312	221			

a. Predictors: (Constant), Self-Regulation, Locus of Control

b. Dependent Variable: Willingness to Communicate

In Table 8, the Standardized Beta Coefficients are reported. According to the presented values, it was concluded that both locus of control and self-regulation make a statistically significant unique contribution to the equation as their Sig. values are less than .05.

TABLE 8.
REGRESSION OUTPUT: COEFFICIENTS

Model		Unstandardized Coefficients		Standardized Coefficients	T	Significance	Part Correlations
		B	Std. Error	β			
1	(Constant)	-48.051	5.999		-8.010	.000	
	Locus of Control	.760	.058	.615	13.132	.000	.559
	Self-Regulation	.077	.013	.282	6.020	.000	.256

Comparing the β values indicated that locus of control has the largest β coefficient ($\beta = 0.615$, $t = 13.132$, $p = 0.0005$). This is to say that locus of control makes the strongest statistically significant unique contribution to predicting willingness to communicate. Therefore, it was concluded that locus of control could more significantly predict willingness to communicate scores of the participants. This is also to say that locus of control is more positively affected by high levels of willingness to communicate. Self-regulation qualified as the second significant predictor of willingness to communicate scores ($\beta = 0.282$, $t = 6.02$, $p = 0.005$). Finally, inspecting the Part correlation indicated that locus of control uniquely explains 31.25 percent of the variance in willingness to communicate ($.559 \times .559 = .3125$).

IV. DISCUSSION

Regarding the questions posed in this research and based on the results of the statistical analyses, various degrees of correlation were found among the three variables of this study. The aim of this study was to investigate the relationship among EFL learners' locus of control, self-regulation, and their willingness to communicate. To begin with, the first research question of the study attempted to systematically inspect the relationship between EFL learners' self-regulation and willingness to communicate. The results of the Pearson's product-moment correlation coefficient indicated that there was a significant and positive correlation between self-regulation and willingness to communicate, $r = .54$, $n = 222$, $p < .01$.

The observed correlation between self-regulation and willingness to communicate scores is supported by the results of Heidari Soureshjani's (2013) study in which the impact of willingness to communicate and self-regulation on EFL learners' oral presentation performance was investigated. Moreover, Heidari Soureshjani (2013) reported that willingness to communicate is the better predictor of oral presentation performance in comparison to self-regulation; this provides a tacit support for the significance of willingness to communicate, the main variable of concern in this study, in L2 learning.

Observing a significant relationship between self-regulation and willingness to communicate in this study is also in line with that of Nosratinia and Deris (2015) who investigated the relationship between self-regulation and willingness to communicate among EFL learners. It is worth mentioning that in comparison to the instrument which was used in this study, Nosratinia and Deris (2015) used the Self-Regulation Questionnaire devised by Brown, Miller, and Lawendowski (1999) as the questionnaire of self-regulation. Similarly, the result of their study showed a significant and positive correlation between these two variables, $\rho = .56$, $n = 520$, $p < .05$.

The systematic inspection of the relationship between self-regulation and locus of control among EFL learners was the concern of the second research question. The results of running a Spearman rank order coefficient of correlation indicated a significant and positive correlation between EFL learners' self-regulation and locus of control, $\rho = .48$, $n = 222$, $p < .01$. This finding was broadly consistent with the results of previous researches by Nicholas (1994) and Suleiman Nejad (2000) who found significant and positive correlation between these two variables.

Moreover, this finding provides a systematic support for the argument that individuals with internal locus of control are more self-regulated (Schneider, Friend, Whitaker, & Wadhwa, 1991). Therefore, it seems reasonable to assume that EFL learners with internal locus of control may feel more responsibility for their own learning and be more relied on their internal factors. However, this result is opposed to the findings of the study by Haji Ahmadi (2013) which showed no statistically significant relationship between EFL learners' self-regulation and locus of control, $\rho = .07$, $n = 172$, $p = .361 > .05$. A justifiable explanation for the inconsistent findings of these two studies is that these two variables, self-regulation and locus of control, do not operate similarly in all contexts and for all learners (Schneider et al., 1991).

The third research question focused on the relationship between EFL learners' locus of control and willingness to communicate. In order to carry out this task, the Spearman rank order coefficient of correlation was run, results of which indicated a significant and positive correlation between EFL learners' locus of control and willingness to communicate, $\rho = .728$, $n = 222$, $p < .01$. As no previous studies were found to explore the relationship between locus of control and willingness to communicate, this particular result could not be directly compared with other studies; however, observing this relationship seemed reasonable, considering the answers given to the two initial research questions.

Having observed a significant and positive relationship between willingness to communicate, on one hand, and self-regulation and locus of control, on the other hand, it was sensible to compare and study the way self-regulation and locus of control predict EFL learners' willingness to communicate. Subsequent to checking the preliminary assumptions, the researcher ran a standard multiple regression. The obtained results led the researchers to conclude that locus of control has the largest β coefficient ($\beta = 0.615$, $t = 13.132$, $p = 0.0005$). In other words, locus of control makes the strongest statistically significant unique contribution to predicting willingness to communicate. Needless to say, the findings suggest that there is a considerable overlap between willingness to communicate and locus of control as two mental constructs. The major implications of the findings are discussed in the following section.

V. CONCLUSION

This study was an attempt to systematically inspect the way locus of control, self-regulation, and willingness to communicate interact with one another among EFL learners. Moreover, it was attempted to compare locus of control and self-regulation in terms of predicting willingness to communicate. The main function of language is assisting individuals in communicating information and ideas with other language users (Lightbown & Spada, 2013; Mitchell & Myles, 2004, Zaker, 2015).

It is believed that self-regulation is a key factor in shaping learners' motivational states and efforts in communication (Zimmerman, 2000). Answering the first research question confirmed that self-regulation and willingness to communicate are in a significant direct relationship. Therefore, it seems reasonable to argue that the development of self-regulation can be considered a significant measure to develop willingness to communicate among EFL learners (Nosratinia & Deris, 2015), and finally improve their speaking ability (Aregu, 2013). Locus of control was another inspected variable in this study. Answering the second research question systematically confirmed that self-regulation and locus of control are positively associated. Consequently, a systematic support is provided for the argument that EFL learners' locus of control can be one of the concerns when attempting to develop self-regulation among EFL learners (Pintrich, 2000; Zimmerman, 2002).

As discussed earlier, through answering the third research question of the study, it was systematically confirmed that locus of control and willingness to communicate are significantly and positively correlated. As a result, it is sensible to argue that through developing EFL learners' locus of control, we can expect higher levels of willingness to communicate, and vice versa (Findley & Cooper, 1983). However, as both self-regulation and locus of control were reportedly in a direct relationship with willingness to communicate, it seems to be of high value to educational policy makers, teacher trainers, curriculum developers, and teachers to realize between locus of control and self-regulation which one has a higher pedagogical potential; answering the last research question indicated that locus of control is the best predictor of EFL learners' willingness to communicate. As a result, special attention needs to be paid to locus of control as one of the most helpful and motivating factors in developing EFL learners' willingness to communicate and, consequently, their L2 speaking ability.

Considering the findings of this study and in order to benefit from the capacity of locus of control in developing L2 learning, English teachers should recognize learners' personality as to which class of locus of control, i.e. internal or external, is more dominant in them. Basically, learners with internal locus of control rely on their own ability to do the tasks; they do not depend on outside factors influencing their success. On the other hand, learners with external locus of control depend their lives on outside factors, e.g. fate, good days, and the like. Knowing about learners' locus of control, the English teachers may develop the willingness to communicate of EFL learners through motivating their beliefs about their control over what happens to them (Jarvis, 2005). More specifically, EFL teachers should try to encourage learners to accept the responsibility of their learning. Another important role of EFL teachers in this regard is that they should create a stress-free situation inside the classroom in which students feel relaxed and motivated to participate in the activities of communication. Also, EFL teachers must facilitate EFL learners' independence through providing the necessary knowledge and instruments.

From another perspective, not only EFL teachers, but also EFL learners are responsible to facilitate their own learning process (Fahim & Zaker, 2014). Therefore, the results of the present study have implications for language learners as well. Being familiar with locus of control and improving the level of self-regulation in a learning context, students can have positive views of themselves as learners and positive attitudes toward language learning as well (Mahjoob, 2015). Having such a feeling propels EFL learners to speak and communicate more in English (Mahjoob, 2015). EFL learners should also attempt to create a positive and friendly learning atmosphere by being supportive and friendly toward the teacher and their classmates (Shuell, 1988). In such a class, learners feel free to participate in

activities, ask and answer questions, and also cooperate with other learners. Finally, EFL learners should reflect on their own abilities, develop their internal locus of control, and be more independent and self-regulated.

EFL syllabus designers are providers of a great portion of the language tasks and activities (Nosratinia & Zaker, 2014). Presently, many of the course books are concentrated on the linguistic aspects of language learning, and they fail to tap learners' potential for other aspects (Tomlinson, 2013). Therefore, EFL syllabus designers should consider learners' individual differences such as their locus of control, self-regulation, and willingness to communicate. They should attempt to welcome learners' unique abilities and independence through providing open-ended tasks as well as establishing a balance between individual and group tasks and activities. Finally, EFL syllabus designers and curriculum developers can give explicit and implicit explanation and instruction on locus of control and self-regulation so that EFL teachers and learners are provided with powerful devices for developing locus of control, self-regulation, and, consequently, willingness to communicate.

Finally, considering the focus of the present study and the inevitable limitations which were faced, other studies are recommended to explore some of the connected avenues and untouched areas. These recommendations are listed hereunder:

a) While the present study focused on the way willingness to communicate is predicted by self-regulation and locus of control, other studies may take and compare other internal, personality, cognitive, and metacognitive factors into account as the predictor variables.

b) This study was conducted among undergraduate EFL learners; other studies can be conducted on participants with other educational backgrounds or even EFL learners whose major is not English.

c) The interrelationship among the variables of this study could be investigated among EFL teachers while analyzing the impact of their self-regulation and locus of control on the quality of their learners' willingness to communicate.

d) In order to increase the validity and reliability of the results and interpretations, it is possible to replicate this study employing some qualitative measures.

e) The implemented sampling strategy in this study was convenience sampling. Therefore, other researchers are suggested to employ random sampling methods in order to make the findings more valid and defensible.

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