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# Classes Duo Paris/Knoxville, an Integrative Learning Experience: A Case Study

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**Abstract**—This case study examines the role of integration of the arts into learning within the framework of interdisciplinarity and integrative learning. Specifically, it describes and discusses the Classes Duo Paris/Knoxville program, which brings together students from Paris and Knoxville through the life and art of Knoxville-born, Paris-expatriate artist Beauford Delaney. The integration of the arts, languages (French and English), and travel abroad is the basis for a survey distributed to the adult participants in the program by the organizer, who is one of the authors of this study. Responses to the survey have been described and discussed in terms of arts education and international experiential learning, with implications for similar future initiatives and the current and potential role of philanthropy in educational programming.

**Index Terms**—Beauford Delaney, Wells International Foundation, arts education, bilingual education

## I. INTRODUCTION

*"Who was Beauford Delaney?" people ask. Those who knew him all say he was a joy to be with, that he loved life -- food, wine, sun, and especially light.*

*The art world is now recognizing him as a major African-American and American painter -- one of the great modernists."*

*Amazing Grace: A Life of Beauford Delaney*, xii (Leeming, 1998)

Language and art are quintessentially human (Hogenboom, 2015), and Paris has been an inspiration and destination for artists for centuries. The Classes Duo program brings together language and art for a group of French and U.S. elementary school students (from Paris and Knoxville, Tennessee, respectively) through the work of Beauford Delaney, a Knoxville-born artist who made his home in Paris for decades in the second half of the 20th century.

In addition to learning about the recognition of Beauford Delaney in his adopted home, the Knoxville students use the medium of art and the medium of the French language to interact with their French student peers and to create their own art.

A visit to Paris by the Knoxville students and their parents in October 2018 is one of the high points of the program. Built on collaborations among education professionals online and through social media, it includes an art exhibit of the Delaney-inspired student artwork at the Knoxville Museum of Art (WIF, 2019). Plans for a reciprocal visit to Knoxville by the French students and their parents are being discussed.

## II. INTERDISCIPLINARITY AND INTEGRATIVE LEARNING

Interdisciplinarity and integrative learning present opportunities to discover the significance of diversity in effectively addressing the complex questions that society is confronting today. As globalization makes the world and its challenges more complicated, these disciplines provide separate, yet complementary ways to develop an understanding of broad, multidimensional issues, as well as different perspectives and methods of effectively addressing and potentially resolving them. This results in the making of a better world (Newell, 2010). While not necessarily a new idea, interdisciplinarity is often linked with the process and challenges of addressing complex global issues (Augsburg, 2006).

Classes Duo supports integrative learning through its focus on 1) intercultural communication, 2) experiential learning, including creating works of art using different media and interacting in French and English with peers in Paris, and 3) study abroad, through the U.S. students' visit to Paris to meet their French peers. The combination of these elements empowers students to develop an understanding of different perspectives and worldviews through an interdisciplinary approach combining art, history, and language learning. Bringing students together across cultures and languages, the Classes Duo program emphasizes the role that diversity plays in developing creativity and innovation.

Classes Duo provides an opportunity for elementary school students to develop the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity) (Partnership, n.d.) – qualities that are considered essential for students

to succeed in school and the workplace today. It creates an environment where cultural, linguistic, and disciplinary diversity nurture the students' capacity for creativity, innovation, and problem-solving. Along with the 4Cs, innovation and problem-solving are important for success in today's world (Livermore, 2016; Florida, 2008).

Languages are inherently interdisciplinary (Eger, 2015), reflecting the scope of human experience. As such, they can be viewed as a means of communication and expression rather than an isolated skill. They are also an expression of our cultural identity.

Additionally, language is a means to develop an understanding of another culture. Through Classes Duo, the Knoxville students are learning to speak French to communicate, to build relationships, and to collaborate artistically. This opens a window, not only onto France and the greater Francophone world, but also to the humanist values promoted by the language (OIF, n.d.).

In educational terms, the difference between studying another language as a subject in school and using language as a medium of instruction, communication, learning, and research as part of an immersion experience is significant. Both immersion and learning by doing have a tradition in terms of foreign language learning.

Learning by doing is not a new idea and there are many opportunities to learn another language through cooking, dance, music, and art (Clayton, 1998). However, Classes Duo is more than kinesthetic or tactile learning. As the students interact across cultures, both face to face and online, their interpersonal experience is used to reinforce verbal and communicative learning.

This combination of intercultural communication through language, arts education through artistic self-expression and art appreciation, learning about a famous artist, and seeing how a local artist is honored beyond our borders, is unique (Stein-Smith, 2018).

### III. WHY BEAUFORD DELANEY?

Whether they embraced expatriate life to escape racism or homophobia, or simply to experience the French *art de vivre*, many American artists have chosen France, and Paris, as their home (Rickman, 2018). Along with famous U.S. citizens such as Josephine Baker, James Baldwin, Ernest Hemingway, and more recently, Johnny Depp, Beauford Delaney is an example of the significance and tradition of the expatriate artist in the City of Light. Delaney, whose "paintings possess a personal spontaneity that distinguishes him as one of the foremost abstract expressionists of his generation," lived in Paris from 1953 until his death in 1979 (SAAM, n.d.). Born in Knoxville, Tennessee, he is a part not only of his birthplace and the French capital, but also of New York City, where he and his brother, fellow artist Joseph Delaney, lived for a time (Stevens-Garmon, 2019).

### IV. CLASSES DUO: AN INTERDISCIPLINARY, INTERCULTURAL, MULTILINGUAL, AND EXPERIENTIAL ARTS LEARNING EXPERIENCE

The Classes Duo program is a wonderful example of what can be accomplished through collaboration – on this occasion, between the U.S. non-profit Wells International Foundation (WIF) and the City of Paris, and between Nature's Way Montessori School in Knoxville, Tennessee and Jean Zay Elementary School in Paris, France (American Elementary School Kids, 2018). Stemming from WIF's successful exhibition of over 40 paintings and works on paper by Beauford Delaney in Paris in 2016 and the involvement and support of this organization, students at both schools have been able to engage in social interaction to develop intercultural understanding and to create and share their own art inspired by Delaney's work (Les Amis, 2017).

Classes Duo is an extra-curricular international exchange program intended to awaken interest in other languages and cultures and to give French elementary school students the opportunity to interact with peers in other countries. Learning goals, objectives, and methodologies are developed collaboratively by the educators in partnering schools, and technology is used to maximize the exchange experience. Communication between the students – using both languages – complements language learning that is already taking place in the classroom.

The Paris/Knoxville iteration of Classes Duo presents an important and unique model for education from multiple perspectives. It contributes positively to the ongoing public conversation on the role and significance of the humanities and the evolution of the emphasis on STEM to STEAM and STEAM'D in education (STEM to STEAM, n.d.; STEAM not STEM, n.d.). It is a vanguard for the advancement of intercultural and bilingual education, which is known for enhancing attention, empathy, tolerance, cross-cultural understanding, and academic performance (Kamenetz, 2016; Thompson, 2016). It also highlights the importance of the arts and art education for today's youth in terms of creativity and cognitive growth (Maslyk, 2016; Sousa & Pilecki, 2018).

In recent years, art and foreign language programs in U.S. schools have suffered cuts and even elimination for a variety of reasons, including an emphasis on high-stakes testing and budgetary challenges. Many elementary schools no longer have art or foreign language specialists (Americans for the Arts, n.d.; AMACAD, 2017).

The benefits of art education are numerous. In the U.S., a student who is involved in the arts is four times more likely to be recognized for academic achievement. Low-income students who are involved in the arts are more likely to stay in school, to graduate college, to be gainfully employed, and to volunteer in their community than those who are not. In addition, 72% of business leaders affirm that creativity is the most sought-after skill in hiring. Yet 66% of



teachers say that the arts are among areas being crowded out of the curriculum. Many students do not have the opportunity to experience these disciplines as music, visual arts, dance, and theater are far from universally available in elementary and secondary schools, and African-American students have far less access than their white peers (Americans for the Arts, n.d.).

Language is often considered the core of the liberal arts. It is common knowledge that foreign language skills bring personal and professional benefits, but fewer than 20% of U.S. K-12 students study another language, and many children do not have access to foreign language learning in the early grades (American Councils, 2017; AMACAD, 2017). International education, whose primary goals are "furthering knowledge and cultural capital, learning about places and cultures, and gaining intercultural skills in the process" (Quain, 2018) is another element to consider in reflecting on the Classes Duo initiative.

Within the frameworks of arts education, interdisciplinary and integrative learning, language/bilingual education, and international education, Classes Duo demonstrates both the power of the arts and language in developing appreciation of other cultures and intercultural understanding.

Reflecting the inherent interdisciplinarity of language and communication, the Classes Duo Paris/Knoxville program includes art (oil and watercolor painting, sculpture), writing/literacy (emails and letters exchanged by the students at both schools), foreign language (video introductions and questions delivered by students in the language of the partner class), and technology (monthly video conferencing).

Additionally, the opportunity that the Knoxville children had in October 2018 to visit Paris, to meet the students with whom they have been interacting for nearly a year, and to spend a night with their host families, has taken the learning experience to an entirely different level and provided the recognition that is so important in fostering engagement and achievement. For many of the children, this was their first trip abroad.

It is interesting to reflect on the inspiration for this program – the life and work of Knoxville-born artist Beauford Delaney, who made Paris his home for decades. The Knoxville students had the opportunity to see the neighborhood where Delaney lived in Paris, to visit the Pompidou Center museum, which has a Delaney painting in its collection, and to visit a gallery where they saw several of the artist's works.

In addition to offering a once-in-a-lifetime learning experience for these students, enabling them to develop artistic, communicative, and cultural skills through the lens of the life and art of Beauford Delaney, Classes Duo Paris/Knoxville also highlights the relative advantage of STEAM education (science, technology, engineering, the arts, and math) and the role of the arts in addressing ethical and moral issues, in developing empathy, and in recognizing and examining complex social and global questions. As an example, the program has enabled the students on both sides of the Atlantic to explore the subject of racism and civil rights in the U.S. through art, science, and technology.

This empowerment of students through intercultural and interdisciplinary learning is a key underlying theme of the Classes Duo program, which makes it a wonderful experience for the students currently involved as well as a model for other organizations and institutions desirous of developing core values and a mindset of global citizenship from an early age.

Empowerment through Classes Duo includes, but is not limited to, artistic expression, linguistic skills, and cultural knowledge. The participating students' development in all these areas is assisted by technology, facilitated by dedicated teachers and stakeholders, and supported by families and communities in both cities.

The Classes Duo Paris/Knoxville program is framed by and grounded in the core values and focus areas of WIF and the Modern Language Association (MLA).

WIF's mission is "to empower women and persons of African descent to realize their highest potential through arts, literacy, study abroad, and other educational and cultural programs" to build "a network of global citizens who embrace inclusiveness and foster a spirit of cooperation throughout the world." To achieve this goal, the organization "provides and supports a number of multifaceted programs, with activities and projects that target the following Strategic Focus Areas: Women's Empowerment; Literacy; STEAM; Travel and Study Abroad; the Arts; and Training in Preclinical Safety Issues"(WIF, n.d.).

In its landmark report, *Foreign Languages and Higher Education: New Structures for a Changed World*, MLA defines translingual and transcultural competence as the goals of foreign language learning, highlighting the importance of both interdisciplinarity and K-16 collaborations (MLA, 2007).

The Classes Duo Paris/Knoxville program encompasses the goals of both organizations and ensures that language learning is woven into the education experience it offers. Opportunities to develop transcultural competence have been part of the written and video communications between the two classes and were the principal focus of the visit to Paris by the Knoxville students to meet and spend time with their online Parisian classmates.

Similar programs can be developed using the arts as their springboard on even the smallest budget. Replication possibilities include numerous potential partnerships among communities, schools, institutions of higher learning, cultural organizations, and educators across disciplines.

## V. THE CASE STUDY: METHODOLOGY AND SURVEY RESULTS

The nature of the Classes Duo experience, the research questions, and the goals of the study caused the researchers/authors to select a qualitative methodology to explore the impact of the Classes Duo experience on the

students, parents, and educators involved. Case study methodology was determined to be the best suited to the goals of the study (Yin, 2017; Creswell & Creswell, 2018).

To examine the central research question “How is the Classes Duo experience impacting the participants?”, a survey was developed by the authors and distributed to the adult participants by the Classes Duo organizer. Questions were designed to explore and describe how the Classes Duo experience impacted the participants and whether it had been truly transformational, resulting in an embrace of the possibility of new artistic, cultural, and international learning and experiences beyond what may have existed before.

Of the 12 surveys distributed to the adult participants, 11 were returned, 10 from parents and one from an educator, with positive results both from the multiple-choice questions and the answers to an open-ended question on the personal and professional impact of the experience. The 11 multiple-choice questions were qualitative in nature, and the open-ended question 12 was intended to elicit additional qualitative data left uncovered by the questions. Both parents (10 respondents) and the classroom teacher cited the positive impact of the experience and its open-ended impact in terms of potential learning and travel.

In addition to the positive and enthusiastic comments on the Classes Duo program, it is interesting to note that new friendships, the development of better understanding and appreciation of another culture, as well as the impact of an artist who lived both cultures were the predominant themes. Other reactions voiced included the joy of experiencing international travel with one's child, as well as the wish to travel and even to live abroad.

The survey questions and the survey results can be reviewed in Appendices A, B, C, and D.

## VI. CONCLUSIONS: MAKING THE WORLD A BETTER PLACE; THE ROLE OF PHILANTHROPY

Philanthropy has been defined as “goodwill to fellow members of the human race *especially*: active effort to promote human welfare” (Merriam-Webster, n.d.) with the goal of making the world a better place. It is this goal that transcends the specifics of any given activity and causes philanthropy to differ from charity. In 2018, Americans gave \$410.02B to charity, with increases in virtually all areas, including education, arts, humanities, and culture (Giving USA 2018, 2018), predicted to continue for years to come (Callahan, 2017).

WIF's philanthropic mission is to cultivate global citizenship through education and culture. To accomplish this, the foundation creates and implements programs and projects in several Strategic Focus Areas, including the arts, STEAM education, literacy, and travel/study abroad.

It is within the framework of WIF's mission and Strategic Focus Areas that Classes Duo Knoxville/Paris came into being. While the specifics of learning about and creating art, of learning French, and of travelling to Paris are wonderful educational opportunities, the transformational effect of the entire experience on the lives of the students and other participants is what differentiates Classes Duo from a traditional academic program. The overall impact of increasing self-esteem through the development of new artistic and linguistic skills, opening new perspectives through travel abroad and museum visits, and facilitating new conversations and shared interests between parents and children has changed the lives of participating students and educators.

On a broader scale, the program has the potential to change the lives of each person with whom the students and educators may come into contact.

The role of the artistic work and life of Beauford Delaney as the underpinning of the success of the Classes Duo Paris/Knoxville learning experience in the classroom, enhanced by technology and complemented by travel and in-person contact, should not be underestimated. Delaney's legacy is the catalyst that serves to enrich the lives of the parents and educators, and most importantly, of the children in the program who have created and studied art and worked collaboratively with their peers in another culture.

Beyond the children, families, and educators involved in the Paris/Knoxville program, the Classes Duo model can be replicated to varying degrees in other educational settings in relation to the funding and skills set available.

Based on both the intent of the organizers and the positive experience of students, parents, and educators, more experiences of this type are sorely needed, as is support for arts education, integrative and experiential learning, the importance of an early start to foreign language and intercultural learning, and international education through bilingual education/immersion, as well as travel/study abroad.

Classes Duo confirms the importance of interdisciplinarity – research and learning across disciplines. Art, language and cultural learning have been combined in this program to foster development of the 4C's of Critical Thinking, Communication, Collaboration, and Creativity, all of which are crucial for the students' success in the 21<sup>st</sup> century. Additionally, Classes Duo is a wonderfully expressive example of how diversity positively influences the development of student problem solving, innovation, and creativity.

### APPENDIX A. THE SURVEY INSTRUMENT: CLASSES DUO SURVEY QUESTIONS

QUESTION 1: The Classes Duo experience has increased my understanding of France and French culture.

1. Yes
2. No
3. Not sure

QUESTION 2: The Classes Duo experience has increased my interest in and appreciation of art.

1. Yes
2. No
3. Not sure

QUESTION 3: The Classes Duo experience has increased my interest in learning more about other cultures and languages.

1. Yes
2. No
3. Not sure

QUESTION 4: The Classes Duo experience has increased my interest in continuing my education and in encouraging my family to do the same.

1. Yes
2. No
3. Not sure

QUESTION 5: The Classes Duo experience has increased my interest in living and/or studying abroad.

1. Yes
2. No
3. Not sure

QUESTION 6: The Classes Duo experience has increased my interest in educational exchanges bringing students from other countries to my community.

1. Yes
2. No
3. Not sure

QUESTION 7: The Classes Duo experience has increased my interest in learning more about artists from my community.

1. Yes
2. No
3. Not sure

QUESTION 8: The Classes Duo experience has increased my interest in international education.

1. Yes
2. No
3. Not sure

QUESTION 9: The Classes Duo experiences has increased my perception of multilingualism as part of intercultural understanding and global citizenship.

1. Yes
2. No
3. Not sure

QUESTION 10: The Classes Duo experience has increased my interest in getting involved in community activities.

1. Yes
2. No
3. Not sure

QUESTION 11: The Classes Duo experience has led me to learn something about arts, cultural, and crossing cultures that I was not aware of before

1. Yes
2. No
3. Not sure

Please describe and discuss the impact of the Classes Duo Knoxville to Paris on the participants and on yourself personally and/or professionally.

#### APPENDIX B. CLASSES DUO SURVEY QUESTIONS: RESPONSES

(11 Surveys Returned Out Of 12 Distributed)

QUESTION 1: The Classes Duo experience has increased my understanding of France and French culture.

4. Yes
5. No
6. Not sure

Responses -- 11 Yes

QUESTION 2: The Classes Duo experience has increased my interest in and appreciation of art.

4. Yes
5. No
6. Not sure

Responses -- 11 Yes

QUESTION 3: The Classes Duo experience has increased my interest in learning more about other cultures and languages.

4. Yes
5. No
6. Not sure

Responses -- 9 Yes; 2 Not sure

QUESTION 4: The Classes Duo experience has increased my interest in continuing my education and in encouraging my family to do the same.

4. Yes
5. No
6. Not sure

Responses -- 7 Yes; 4 Not sure

QUESTION 5: The Classes Duo experience has increased my interest in living and/or studying abroad.

4. Yes
5. No
6. Not sure

Responses -- 8 Yes; 1 No; 2 Not Sure

QUESTION 6: The Classes Duo experience has increased my interest in educational exchanges bringing students from other countries to my community.

4. Yes
5. No
6. Not sure

Responses -- 11 Yes

QUESTION 7: The Classes Duo experience has increased my interest in learning more about artists from my community.

4. Yes
5. No
6. Not sure

Responses -- 8 Yes; 1 No; 2 Not sure

QUESTION 8: The Classes Duo experience has increased my interest in international education.

4. Yes
5. No
6. Not sure

Responses -- 11 Yes

QUESTION 9: The Classes Duo experiences has increased my perception of multilingualism as part of intercultural understanding and global citizenship.

4. Yes
5. No
6. Not sure

Responses -- 9 Yes; 2 Not sure

QUESTION 10: The Classes Duo experience has increased my interest in getting involved in community activities.

4. Yes
5. No
6. Not sure

Responses -- 6 Yes; 5 Not sure

QUESTION 11: The Classes Duo experience has led me to learn something about arts, cultural, and crossing cultures that I was not aware of before

4. Yes
5. No
6. Not sure

Responses -- 10 Yes; 1 No

## APPENDIX C. CLASSES DUO SURVEY QUESTIONS: RESULTS OF THE SURVEY QUESTIONS 1-11

	YES	NO	NOT SURE
QUESTION 1	11		
QUESTION 2	11		
QUESTION 3	9		2
QUESTION 4	7		4
QUESTION 5	8	1	2
QUESTION 6	11		
QUESTION 7	8	1	2
QUESTION 8	11		
QUESTION 9	9		2
QUESTION 10	6		5
QUESTION 11	10	1	
TOTALS	101	3	17

QUESTION 12: Please describe and discuss the impact of the Classes Duo Knoxville to Paris on the participants and on yourself personally and/or professionally. It is important to note that this qualitative data was the final survey question, and not in response to any of the previous questions.

## APPENDIX D. RESPONSES TRANSCRIBED

(xxx=Removed To Ensure Privacy)

(10 Responses; 1 Left Blank)

## PARENT RESPONSES

My son has an increased appreciation of art and the history associated with art. He enjoys traveling and experiencing other cultures and cuisines. I enjoy having the opportunities like Classes Duo in order to provide him with these experiences and to be able to travel with him.

This has been a phenomenal experience. I'm an art history professor at xxx and am writing a book on Delaney, so this program essentially folds my family into my professional research and interests. My son and I spend every July in Paris so I can teach a study abroad class, but Classes Duo has managed to deepen his international interests and friendships.

Incredibly positive experience for myself and for my son. Studying Beauford Delaney and his impact on other artists, and art in general, has imbued a greater sense of pride in my own community. Challenging my rudimentary French to get myself through the Metro, through museums, and into new friendships was a growth experience, as travel always is. Seeing the children embrace one another so quickly proved the power of connection. I am very anxious to continue working on more exchanges and continuing to tend the new relationships & language that we have gained.

The nuclear value of this program is priceless. American students coming together with French students through art, visiting Paris, learning about an artist that is local to us and Paris. Every component of this program is just amazing. We have left with many new friendships and more understanding than before of the education and lifestyle abroad. We loved every moment of it.

Getting to meet & look into the lives of others from other countries gave me a greater appreciation of our different cultures. The preconceptions I had of France were wrong. I was nervous to be in the city but once I got there felt at ease & felt treated very fairly a& well. I think my family & I will definitely travel abroad again & may even consider living abroad in a few years.

This program has been life changing for me and the student participants. This program has broadened my world and increased my desire to travel abroad.

My daughter, xxx, now has a very personal connection and affinity toward France and the culture including the art that is so tied to that culture. She has developed a deep respect for Beauford Delaney and his contribution to the U.S. and France and the world through his artwork and his relationships with other artists, writers, and creatives. Our family has enjoyed watching the program grow and being a part of it. Our trip to Paris was spectacular made increasingly more special due to the Classes Duo program. Hoping to continue the international relationships we have gained. I hope to be professionally involved in future overseas study abroad programs. This program has reignited my love of France and travel and my international curiosity.

The impact of the trip was very positive. I learned a lot about the artist Beauford Delany. I learned a lot of French history and enjoyed all of the sites. i believe it was very educational for my daughter as well. We hope to participate in another trip is the school has it again.

Classes Duo has been a very enlightening experience for me. I have learned so much about Beauford Delaney (I hadn't even heard of him prior to Classes Duo!), the city of Paris, and French language and culture. I know the same can be said on behalf of the participants.

## TEACHER RESPONSE

I hope I can do it again. I hope I can travel internationally with my whole class again.

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# Using Learner-centered Instructional Approach to Foster Students' Performances

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**Abstract**—This study aims to delineate the significance of using student centered instructional approaches for enhancing learners' competency in vocabulary learning, in higher education. The working group for this study comprised of 26 students studying the Foundation Year Program in the English Language Centre at University of Bahrain during the academic year 2018-2019. Student Centered "instructions designed according to the model consisting of nine steps of instructional events based on the Condition of Learning theory by Robert. M. Gagné" was used for this purpose. Gagne's model of instructional design provides valuable guidelines to organize lessons as a systematic instructional design process. It focuses on the instructional learning outcomes and how to organize specific instructional events to facilitate effective learning experiences in order to accomplish the intended learning objectives. Applying Gagne's nine stages of learning administers a systematic learning program as it presents a structured framework for lesson planning and a holistic view to the teaching learning process. Prior to using this series of nine levels of learning, students were given a pretest, in order to understand the stratum of active and passive vocabulary they utilize in language learning. At the end of the study, students were evaluated by a post test. The results demonstrated that learner centered instructional approach was successful in augmenting learners' retention and transfer of productive and receptive vocabulary knowledge in language learning therefore, such learner centred instructional approaches are cogent for paving higher educational academic accomplishments and promoting learner autonomy.

**Index Terms**—learner centred instructional approaches, academic development, Gagne's model of instructional design, nine events of instruction

## I. INTRODUCTION

"Teaching within higher education has experienced a pedagogical shift in recent years, with new approaches to improve students' motivation, autonomy and achievement" (Fernandes, Flores, and Lima, 2012). Student centered learning is a pedagogical approach that takes learning pace of students, the differences in their learning styles, their interests, skills and needs into consideration. Also, the experiences of students, the learning outcomes, active learning tasks, the content and framework for presenting academic material in conducive learning environment is given significance in the student centered learning environments. Educators prudently facilitate a systematic instructional design process by organizing appropriate pedagogical approaches so that learners are provided support and guidance to accomplish skills in self-evaluation and independence in their learning (Klenowski, 1995). In this context, the purpose of the study was to determine the effects of using learner-centered instructional approaches on students' development in vocabulary retention and acquisition. The study was guided by Robert Gagné's model of nine instructional events. Robert Gagne, is respected as a foremost contributor, in the systematic approach to instructional design. According to Reiser et al (2007, p. 26), Gagne's explication of five types of learning outcomes, and the nine events of instruction remain cornerstones of instructional design practices. Gagne claimed that his nine step process called the Events of Instruction can be adapted as an intentionally organized set of external events outlined to facilitate students' internal learning processes. His model for instructional development renders an effectual framework for teaching learning processes as they facilitate in developing active learning strategies and learning tasks for instructional classes.

## II. MATERIAL STUDIED

Robert Gagne was an eminent educational psychologist who pioneered the science of instruction in the 1940s. His book entitled "The Conditions of Learning," first published in 1965, identified the mental conditions that are crucial to facilitate effective learning experiences in order to accomplish intended learning outcomes. Robert Gagne is held with great esteem in the field of instructional design and instructional technology at large (Reiser and Dempsey, 2007; Joyce and Weil, 1996; Glatthorn, Boschee and Whitehead, 2009; Gagne, Wager, Golas and Keller, 2005). This is particularly indicated in the work of Reiser, et al (2007, p. 26), who stated that "another important event in the history of instructional design occurred in 1965 with the publication of *The Conditions of Learning* by Robert Gagne who described five domains or types of learning outcomes that require different set of instructions to promote learning." Gagne proposed a nine-step process to arrange specific instructional events to achieve learning outcomes of those instructions. Gagne (1985) described the nature of an instructional theory as an "attempt to relate the external events of instruction to the outcomes of learning by showing how these events lead to appropriate support or enhancement of internal learning processes ... The province of an instructional theory is to propose a rationally based relationship



between instructional events, their effects on learning processes, and the learning outcomes that are produced as a result of these processes." (p. 244). When educators pay special focus to the process of learning, they pave the way for enhancement of learners' potentialities, their active participation, as well as their higher cognitive levels of engagements. (Newble & Cannon, 1995). The model is useful for designing engaging and meaningful instructions for all types of learning. The study aims to answer the question: Does learner-centered instructional approach significantly boost learner autonomy in vocabulary building?

### III. METHODOLOGY: USING GAGNE'S MODEL OF INSTRUCTIONAL DESIGN IN TEACHING LEARNING PROCESSES

Robert Gagne's model of instructional design provides a structured framework, for planning effective lessons using a variety of delivery techniques. Prior to planning the lessons, it is suggested that educators ascertain the expected learning outcomes and thereafter contextualize the nine events of instruction in their lessons using appropriate active learning strategies for accomplishing the specified learning objectives. The nine events of instruction provide a holistic view to teaching learning process and involve nine activities namely: Gaining attention, informing the learner of the objective, stimulating recall of prior learning, presenting the stimulus, providing learning guidance, eliciting performance, providing feedback, assessing performance and enhancing retention and transfer (Hanson and Asante, 2014; Ahmed, 2011; Reiser and Dempsey, 2007 and Gagne, *et al* 2005). Gagne's proposed model was applied to develop active and passive vocabulary learning. The series of nine instructional events outlined below have been adapted from Gagné Briggs, and Wager (1992). Additionally, some useful strategies for implementing each event have been detailed in order to enhance students' academic performances.

#### *Event 1 Gaining attention*

This stage highlights educators' role in ensuring that students are ready to learn and participate in learning tasks by displaying stimuli to gain their attention and arouse their curiosity for the lesson. Gagne proposes that learning material should provoke learners to be inquisitive and motivated (Lawson, 2010). Slavin (2009 p. 160,) defines attention as "active focus on certain stimuli to the exclusion of others." Attention is gained when learners understand "this is important". This can be accomplished by using prompts, and/or by varying the voice levels, applying body gestures, repeating key words, using demonstration and informing the relevance of forthcoming information Slavin (2009, p. 160) At the very beginning of lessons, it is worthwhile to emphasize to students the relevance of vocabulary acquisition in language learning and how it would impact their oral and written communication in academic achievements as well as enhance their competencies for future career pathways This reinforcement triggers learners' intrinsic motivation and enhances their learning autonomy. Some useful strategies employed for gaining learners' attention involve: showing realia, showing pictures of concrete words using multimedia to kindle a variety of sensory cues, utilizing relevant key words from current events to grab attention to unfamiliar words, asking thought provoking questions related to new terminology, using ice breaker activities like word wizard and listening to Ted talks to understand how robust vocabulary improves all areas of communication.

#### *Event 2 Informing learners of the course goals and objectives*

At the next stage, learners should be informed about the learning outcomes. Students are eager to know the learning objectives of a new course and what they will be able to perform by the end of an academic semester, and how the newly gained knowledge or skills will be significant to their future. Gagne et al (2005, p. 196) suggest "presenting students with learning objectives communicates an expectation of the knowledge and/or skills they are expected to perform." The reason for enumerating the learning goals is essentially to highlight the skills and competencies that learners should be able to accomplish at the end of a learning program (Adam, 2004). Hence, at the beginning of an academic session, educators should explicitly state the goals of a course, the expected learning outcomes using action verbs and link them with real world applications. If learners understand how the learning tasks are relevant, they will engage with the tasks and be actively involved in the lessons. For instance, "be able to use contextual clues to understand meanings." Some helpful strategies utilized for informing learners about the learning objectives comprised of: distributing course outline with learning outcomes explicitly stated at the beginning of academic semester, encouraging questions and clarifications to build a clear perception of learning outcomes, distributing scoring rubrics to understand criteria for standard performances and including measurable action verbs in the instructional strategies for vocabulary building activities i.e. "Make inferences from informational texts."

#### *Event 3 Stimulating recall of prior knowledge*

Learners learn best if new knowledge is put into a context that they are familiar with. This event focuses on applying strategies that enable learners to recall and connect prior knowledge with new information or relevant life experience and enhances long term retention of learnt material. "Prior learning is the fundamental pillar" of the idea of "from known to unknown..." In fact "it is the old information and the new information combined that enables an attentive, expectant student to achieve mastery of a task." Tuckman and Monetti (2011, p. 481). "New learning invariably builds on prior learning," as claimed by Slavin (2011, p.481). According to Gagne et al (1988) during the unfolding of ongoing learning material, the prior gained knowledge must be available to learners. By using learnt vocabulary and relating it to new topic while sharing thoughts will enhance interpersonal and intrapersonal aptness. It fosters the learning process by enabling learners to absorb and assimilate the new information into their existing knowledge and interpreting it based on their previous diverse set of experiences, beliefs, and mental structures (Good and Brophy, 1990).14,15.Some

effective strategies used for kindling prior knowledge encompass: posting a learning outcome for vocabulary development and using effective instructional teaching tools like KWHLAQ graphic organizers charts to enhance vocabulary knowledge, i.e. using synonyms and antonyms, playing vocabulary review word games using familiar and unfamiliar vocabulary, using structural analysis by focusing on previous learnt common roots and linking affixes, creating a word map, encouraging learners to list vocabulary words in their writing journal and use them in their writing compositions.

#### *Event 4 Presenting the content*

At this stage, the new content is presented to students. In order to provide the stimulus in an effective manner, the academic content should be organized meaningfully, and possibly explained using a variety of multimedia to cater to different learning styles. It is helpful to organize and chunk the academic content into small manageable sections to avoid overwhelming students with cognitive overload. While displaying content “the teacher must discern what new stimulus/information is required by an objective and how to present that new stimulus information so that students can perceive and retain it. (Tuckman and Monetti, 2011, p. 481) Some useful strategies used for presenting the stimulus include: using cues for teaching, giving sentence examples of new words, explaining word meaning using simple language, selecting and teaching only a small number of content specific words and key words in each lesson to facilitate comprehension, preparing a list of vocabulary from each unit and posting online i.e. through learning management system like Blackboard and selecting relevant words from the frequently used Academic vocabulary and AWL (Academic Word List) and categorizing into six or seven worksheets and uploading on the course website.

#### *Event 5 Implementing "Learning guidance"*

This step emphasizes on providing coaching to students about different strategies that can assist them in learn and applying the newly gained knowledge or skills, in order to enhance students' academic competencies as well as making them aware of available resources. Nyaga, Oundo and Kamoyo (2014) claimed that learners' academic accomplishments are augmented through guidance and counseling services. According to Gagne et al (2005, p. 198) “The essence of learning guidance is to provide support for learners in making connection between what they know and what is being learnt.” Teachers should give clear instructions on how to learn and assist students in understanding the criteria for standard performance. By providing learning guidance, educators will boost students' rate of learning as they are less likely to waste time becoming discontented by practicing in the wrong ways and by using poorly understood concepts in their assessment tasks. Some recommended strategies for providing learning guidance for developing vocabulary building involve: promoting instructional support techniques such as scaffolding, using guided activities like cues, using thesaurus to look up synonyms and antonyms for vocabulary development, checking definitions in learners' dictionaries, classifying words into parts of speech such as nouns, verbs, adjectives, and adverbs, learning pronunciation of new words, encouraging examples sentences with new words, showing pictures to make visual associations, modeling learning strategies like using word webs to improve and expand vocabulary, using mnemonics and analogies for knowledge construction.

#### *Event 6 Eliciting performance*

In this event, learners learn by doing. Students engage in hands on learning opportunities to practice, clarify queries and confirm their correct understanding through active learning tasks in order to demonstrate that they have learnt the skill. Eliciting learnt material helps in arousing a stimulating environment in a learner-centred classroom, and makes learning enjoyable and memorable by connecting new and old information. Elicitation strategies also increase student talking time (STT)/ and reduce teacher talking time (TTT) and encourage students to apply useful incidental language during classroom interactions. Learners are provided “Opportunity to practice or otherwise perform what has been learned” (Reiser et al, 2007, p.41). Repetition boosts retention of new knowledge and skills and helps in internalizing newly gained knowledge. Kauchak & Eggen (2008, p. 379) stated that “People learn to do well what they practice.” Some effective strategies utilized for eliciting students' performances include: using gamification of learning i.e. Kahoot, incorporating cooperative learning activities like word wizard wherein students select new words and find their meaning, pronunciations and write example sentences and share in groups, allowing students to apply newly learnt terminologies in written compositions and in class presentations to confirm correct understanding of these terms, giving written assignments to practice the content words in class or digitally through educational technologies like Blackboard Learn, using recall strategies such as making references to their prior knowledge, asking deep-learning questions, facilitating elaborations of details as repetition enhances retention, including collaborative tasks that require exploring unfamiliar vocabulary and contextualizing them to real-world experiences. Such tasks are conducive for enhancing their learning process as they would transform their receptive vocabulary into expressive vocabulary and they would progress from merely comprehending and responding to using vocabulary to construct sentences to express themselves It is pivotal for learners to be able to exhibit their understanding of newly gained knowledge to their educators as well as to themselves to ensure that the new learning has taken place. (Tuckman and Monetti, 2011).

#### *Event 7 Providing Feedback*

While observing students apply newly gained knowledge or skills, it is helpful to give immediate detailed formative feedback to inform them about the tasks they did correctly and to offer guidance on how they could improve their performances still further. Such timely constructive feedback facilitates reinforcement of concepts and clarifies any misunderstandings. Use of rubrics helps students understand feedback better. In this stage, peer feedback can also be

very contributory. According to Gagne, et al (1992), it is not enough only telling learners “Good job” or “You are not right.” Instead, tell them why they are right, why they are wrong and what must be improved. Kauchak and Engen (2008, p. 379) suggested that “feedback means information about existing understanding that we use to enhance future understanding.” They advocated that for best results, teachers should give immediate corrective and remedial feedback to inform students about the accuracy of their performance. Hence at appropriate stages different types of feedback can be utilized like confirmatory feedback (to inform the learner she/he performed what she/he was expected to do), corrective feedback (to apprise the learner the accuracy of his response), remedial feedback (to orient learner in the right direction to find the correct answer without actually providing the correct answer), and informative feedback (to provide new, additional related information to a learner to confirm she/he is attentively listening during the lesson) and analytical feedback to provide the learner with suggestions, recommendations, and information for him to rectify his performance.

#### *Event 8 Assessing performance*

In this phase, educators monitor learners’ progress to evaluate the effectiveness of the instructional events and test learners to gauge if they have accomplished the intended learning outcomes. Learners are also encouraged to perform self-assessments to examine their own learning and levels of understanding. Getting students involved in evaluating themselves, making judgments about their own performances, identifying content areas that require improvements and improving upon them, bolsters a shift towards student centred learning. It is very likely that this approach serves as a ‘wake-up call’ and motivates students to set their own goals and take the necessary steps to enhance their competencies. Hammill (1986) postulates that assessment is the process of obtaining and analyzing information about learners for some specific reason, quite often for diagnosis of specific problems hindering the learning process and for designing instructional programs. Some effective evaluative strategies employed for assessing learners’ performances include: integrating gamification as a formative assessment tool e.g. Quizlet, Plickers technology, using think pair share activities, using strategic questioning strategies, or paper based class quizzes, tests, exams, conducting pre-tests to diagnose level of students and post-tests to gauge level of improvement, giving written assignments, embedding oral questions during class instructions, encouraging peer and group review of class presentations and writing portfolios as ways to demonstrate their understanding and grasp of newly gained knowledge and using Blackboard Learn as a learning management system (LMS) for providing an effective virtual learning environment to students for knowledge sharing and formative assessments.

#### *Event 9 Augmenting Retention and Transfer*

This instructional event helps students develop expertise by internalizing the new knowledge or skill. While retention signifies the condition of retaining knowledge and skills, transfer of concepts refers to enhancing the learners’ abilities to recall newly gained knowledge or skills at the appropriate time. In the last stage, students reinforce and internalize new learning by applying it to new contexts. Experiential learning opportunities promote vocabulary retention by personalizing information and when students transfer their new learning to new situations their performances exhibit that they have retained the newly gained knowledge or skills. Some useful strategies for internalizing new knowledge and transferring to new situations include: elaborating a story using receptive and productive vocabulary, explaining details of real world experiences using familiar and unfamiliar vocabulary, paraphrasing, summarizing, using word classes, synonyms, antonyms, affixes, comfortably, creating word webs, reiterating information, relating new content to a relevant life experiences, doing role plays using domain specific vocabulary, encouraging inquiry based learning, asking deep-learning questions, referencing to prior knowledge, using dictionary to write definitions, promoting learner autonomy by encouraging learners to note useful words from extensive reading, movie or songs in a journal and enhancing vocabulary acquisition through extensive reading on free eBook reading devices.

## IV. RESULTS AND ANALYSIS

The study utilized a quantitative method to examine if there was a statistically remarkable difference between students’ accomplishments in an exam before and after applying student centered approaches.

#### *Sample*

The sample for this study consisted of 26 students (five males and twenty one females) who were studying the Foundation Program at the English Language Centre during the academic year 2018-19 at University of Bahrain. The courses in the Foundation Program are specifically designed to develop learners English language skills along with other essential skills to help them attain the right level of qualifications prior to their enrolment in undergraduate studies.

#### *Instrument*

The study was experimental and pre-test and post-test were administered to collect data about students’ accomplishments before and after implementing the student centred approaches. Pre-test was given on October 21 and the post-test was given on December 02. The test consisted of 22 binary questions and 8 matching type questions, including cloze questions, sentence completions by determining correct word forms, linking content words with their definitions, identifying synonyms and antonyms, gap filling by using appropriate phrases, building root words by adding prefixes and suffixes, finding the odd words from the given alternatives of domain specific vocabulary and using text structure to comprehend meaning from context The questions assessed students’ proficiency in language learning by gauging their competency in understanding, building and using active and passive vocabulary related to

academic course material. The pre- and post- test scores obtained from students were compiled and the scores were entered into SPSS. The data was collected, tabulated and analyzed. Descriptive statistical using the mean and standard deviation and inferential statistical using paired sample t-test were applied to examine if there is a significant difference between learners' accomplishments on the pretest and post-test scores after the intervention. In addition, the results were elaborated through bar graphs for better understanding.

### Result

The experimental evaluation analysis of quantitative data on students' performances, noted above demonstrates that students' cognitive capabilities had improved through instructions designed on cognitive theory. Gagne's model of instructional events had a statistically significantly positive impact on teaching learning processes as they boosted learners' productive and receptive vocabulary acquisition, fostered retention of newly learnt words, expanded their range of active vocabulary and built learner autonomy,  $t(25) = 2.328$ ,  $P = 0.028$ . The scores means indicate that there is a significant difference between the performance of students on the pretest (Mean = 17.423, SD = 3.679) and posttest (Mean = 20.269, SD = 4.574) groups.

TABLE I  
DESCRIPTIVE AND INFERENTIAL ANALYSIS OF ACADEMIC ACHIEVEMENT

Groups	N	Mean	St. Dev.	t-value	p-value
Pretest	26	17.423	3.679	2.328	0.028
Posttest	26	20.269	4.574		

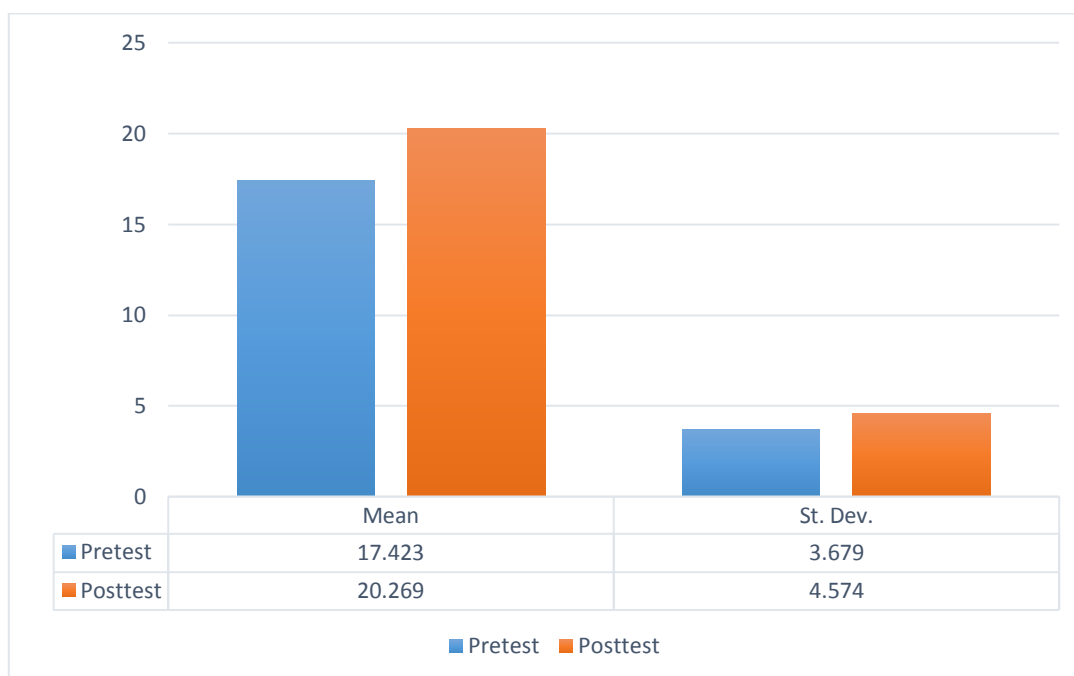


Figure 1: Showing the Mean & Standard Deviation of the Performance of Pretest and Posttest

Gagne's series of nine events provided a sequence of events that were easy to follow as a process in order to obtain the intended learning outcomes explicitly outlined at the beginning of the learning program. Finally, implementation of the vocabulary learning strategies not only helped in the retention of the vocabulary but they also instilled within the students a sense of contentment and pride that they could use precise terminology to express their real life experiences. Vocabulary is a strong indicator of student success (Baker, Simmons, and Kame'enui, 1997).

## V. DISCUSSION AND CONCLUSION

During the process of this study, interactive pedagogies like gamification (Kahoot), think, pair and share activities, role play, pair and group discussions, students' brainstorming, group interaction proved to be constructive. The authors relied on process-oriented model of Gagne's nine events of instruction. It helped in ensuring that students had attained the learning objectives. This model assisted students in deep learning of vocabulary items. Their active engagement in learning tasks led to durable learning, and fostered vocabulary accomplishment through expansion of expressive vocabulary as students continually integrated new knowledge into existing knowledge. The results of this study are in line with many similar studies (Klenowski, 1995; Geven and Santa, 2010). Likewise, Reiser et al (2007) claimed, the nine events provided an effective framework to plan lessons for effective learning.

The conclusion of the study is that learner-centered instructional approaches significantly boosted deep learning of vocabulary as they focused on the needs and subsequent development of learners, instead of the academic material as an endpoint. The Gagne's nine events of instruction catered to a variety of learning styles and facilitated the learning

process significantly. It provides a structured approach to formulating the lesson plans allowing students the opportunity to practice the language in situations where they will actually use it (cf. Izumi, 2002) When interaction is emphasized for language knowledge construction, it boosts language learning. (Swain, 2000). The classroom environment emphasized on interaction, conversation, and vocabulary usage, rather than on learning about the language. Hence infusion of student centred instructional approaches to vocabulary building is suggested as they will bring sustainable education.

## VI. LIMITATIONS OF THE STUDY

One of the limitations of the study was the comparatively small sample size used for the purpose. Twenty-six students enrolled in the Foundation Program in the English Language Centre at University of Bahrain during the academic year 2018-19, participated in this study. A larger sample size would have ensured a representative distribution of students' development of vocabulary building using student centred instructional approaches.

## VII. RECOMMENDATION

Based on the findings, this study recommends that student centred instructional approaches are useful for vocabulary consolidation as they provide ample opportunities for students to self-assess their progress in learning vocabulary and for a teacher to assess students' progress informally and facilitate their vocabulary building. It boosts students' ability to clearly articulate their ideas and communicate in meaningful ways. A further research on vocabulary accomplishment and development, especially in the English as a Second Language (ESL) context, can be conducted by comparing students from different faculties in University of Bahrain. It is recommended, at a later stage, to research the progress of students who participated in this study, to attain a clearer perception into their ongoing progression in using expressive vocabulary skillfully and to which extend, do their utilization, boost their language comprehensibility as they progress to higher levels of education. A reflection of these determinants can be of much significance for future researches on vocabulary building and retention strategies.

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# A Stylistic Reading of Selected Poems from Niyi Osundare's *A City without People*

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**Abstract**—This paper critically examines the stylistic traditions and innovations inherent in the poetics of Niyi Osundare, one of Africa's most renowned literary-linguistic artists. Using the Text World Theory (TWT) as conceptual framework, it penetrates into the poet's mind with the intention of answering the fundamental questions in stylistics: why and how has the writer chosen to use particular words, sentences and metaphors (imagery) in particular ways to achieve particular objectives. Ten poems are purposively selected from the anthology titled '*A City without People: Katrina Poems*', published in 2011. In a way that speaks volume to his literary genius, Osundare makes the reader involved in the artistic depiction of the ruinous aftermath of the great Hurricane Katrina tragedy through the poetic use of the English language. The data, explored through the aforementioned theory, project the personal and communal feeling of loss, destruction and alienation in a way that unites the different (pieces of) poems as a whole unit (text). The findings reveal a style that, reminiscent of the vintage Osundare, validates his place as one of the few poets who maximise the total potentials of language in the rendition of art.

**Index Terms**—style, TWT, Osundare, hurricane Katrina, discourse world

## I. INTRODUCTION

Niyi Osundare is, unarguably, one of the most prolific poets in Nigerian history. This claim stems from the sheer volume of his works and the many awards and laurels he has garnered all over the world. He has also been widely proclaimed as one of the best poets to ever come out of Africa. Although, a lot has been written about the literary style and content of Osundare's poems, the consistent nature and size of his literary output nevertheless place him in a conspicuous position not to be ignored by curious scholars in the field of stylistics and literary criticism. The subjects matter of his poems, his choice of words and eloquence which is highly influenced by the Yoruba oral tradition all make his elegant compositions endearing.

Many scholarly works have been written on Osundare and his art. Anyokwu (2011) examines the use of indigenous Yoruba concepts in Osundare's works through a literary perspective. He posits that the poet employs imagery, metaphor and concepts that pay particular homage to his ancestral origin in the vivid projection of themes that are dear to him which such as (in)justice, class struggles, social decadence and massive corruption. Also, Oripeloye (2006) investigates how Osundare's use of "old narrative elements to portray the mood of modern society". Here, the poems of Osundare are seen as greatly influence by the free flowing style of Yoruba folklore. This, again, is corroborated in Anyokwu's (2013) treatise on myths and mythology as themes that are commonplace in any Osundare anthology. He describes the poet as an artist that is well vast in the knowledge and appreciation of his linguistic and cultural heritage.

To complement these literary approaches, some stylisticians have also critiqued Osundare's works from linguistic perspectives. This list includes Dick (2015); Addo (2015); Jimoh and Odetade (2016); and Aminu and Oluwagbenga (2017). The way Osundare uses deviation for stylistic effects in his works is studied by Dick (2015). He submits that 'Osundare is a poet who is quite sensitive to language, who is prepared to exploit even the seemingly insignificant of forms to achieve stylistic significance', (p.2). Addo (2015) also investigates the stylistic use of sensual and sensuous imagery in interpretation of authorial intents on climate change and depletion of the ozone layer in Osundare's *Eye of the Earth* (1986). The paper concludes that Osundare humanises nature and thus, cautions against its mismanagement with expressions like the earth is 'ours to plough, not to plunder'.

On their own part, Jimoh and Odetade (2016) critically analyse the stylistic import of lexical choices made in Osundare's caustic put-down of Nigerian politicians in his poem titled 'Blues for the New Senate King'. In what they term a 'socio-stylistic' endeavour, they submit that Osundare satirises the ills of his society by employing usual linguistic resources in unusual poetic manners. This view is corroborated by Aminu and Oluwagbenga (2017). In their own thesis, they examine examines how Osundare 'creatively employs grapho-lexical features to convey his socio-political messages in his poems', (p.2). Here, the poet's penchant to dexterously manipulate the both his native Yoruba and the English languages for maximum stylistic cum aesthetic effects is reinforced. The findings reveal an artistic commitment to the moral, educational, spiritual and socio-economic betterment of his environment through the use of poetic talents.

Of course, there are earlier publications that have done credible justice to the stylistic hermeneutics of Osundare's works. Examples of such works are Tamure (2003) and Alu (2008). They both set off to appraise how Osundare's

familiarity and dexterity with both Yoruba and English languages combine to give the world masterpieces of literary art bordering on creative genius. The ingenious manner the poet incorporates Yoruba words and phrases into his literary compositions and thereafter gives new meanings to this hybrid linguistic innovations are highlighted. An example of such artistic ingenuity is the word ‘executhieves’--- a compounding of the words ‘executive’ and ‘thieves’. All these are testament to Osundare’s literary proclivities which are an eclectic blend of both the ordinary and the extraordinary.

Although it also studies Osundare’s stylistic use of language, this present study, however, takes a departure from most of the earlier works on Osundare’s poetry, by focusing on how he documents the destruction left behind by the 2004 Hurricane Katrina of New Orleans in *A City without People*. The excellent depiction of this particular tragedy in verse prompted the researcher’s attempt at analysing a select corpus of poems from the anthology. The artistic predilection for a particular theme that runs through a literary collection is the preoccupation of this paper.

## II. PERSPECTIVES TO THE STUDY OF STYLE

Style has been dissected from differing scholarly perspectives. Some of these include style as choice, personality, statistics, temporal issue, and genre and so on, (Enkvist, 1964). Each perspective has its own merits and dialectic suitability, as far as the polemic need is concerned. In other words, the perspective through which scholars handle the concept of style is usually dictated by the motif of writing or the anticipated result of that particular academic undertaking. In this present paper, therefore, the concept of style as personality becomes necessary. This is because creative interests are subjective and are formed and cemented by a set of linguistic patterns and recurring themes. It also includes such details as sentence formation, lexical borrowing, diction, linguistic innovations, graphological patterning and the presence or absence of rhymes. All these indices combine to form what we regard as a writer’s style. Breuer (2008) states that style was initially viewed as an expression of personality while saying that it (style) connotes or manifests personality patterns writ large. Indeed, it would not be far-fetched to say that literary writing, like any other human endeavour brings out particular and idiosyncratic traits of the individual into it, (Bamigboye, 2016).

Style is the man, so goes a saying made popular by Count Buffon, a sixteenth century French patrician. The underlying argument in the statement implies that what actually embodies/constitutes an individual are the habits, predilections, norms and characteristics that could be easily attributed to the person. These personal embodiments all come together to form the personality of that particular individual. In the case of poets, muses or whatever triggers their imaginative and creative proclivities are assumed to be part of their aesthetic whole. All these point to the seemingly inseparable union between the artist and his art or between the poet and his poetic collections. In this case, we can then argue that Osundare’s personality is reflected in his diction. This is in consonance with Salvador (2008:237) who submits that ‘choices taken during the process of writing a literary work are nothing more than the expression of the writer’s personality’.

## III. METHODOLOGY

Ten poems from the anthology are purposively selected for the study. *City without People* is divided into five parts named ‘Water, Water!’, ‘After The Flood’, ‘The Language of Pain’, ‘Katrina Will Not Have the Last Word’ and ‘Afterword’ respectively. Six poems are selected from the first part with one each coming from the other four parts. The analyst is convinced that the selection meets the purpose of this particular paper.

## IV. CORPUS STYLISTICS

Stylistics is the study of authorial style in text. This is done (of course, through strictly linguistic parameters) with ‘analytical rigour and explicit commentary’ on the reasons why and how a text is the way it is, Bellard-Thomson (2011: 55). Corpus Stylistics, however, is a branch of stylistics that involves the investigation of a bulk or collection of works with related values, either in terms of authorship, genre, period or thematic preoccupations/subjects. The central idea here is to determine the extent or otherwise of the commonality of stylistic features present in the collections. Such texts are subjected to corporal scrutiny, with the establishment of a common style as the basis of investigation.

Although, a corpus stylistic study usually involves large caches of data which could sometimes run into millions in volume (Biber: 1990; Semino and Short: 2004) and Sinclair (2005) admonishes that ‘it is important to avoid perfectionism in corpus building’ (p.81), it is, however, our argument in this paper that since the thesis of the study remains the examination of traces of similarities in the deployment of authorial themes and language, this particular academic endeavour is therefore justified on that particular premise.

## V. CONCEPTUAL FRAMEWORK: TEXT WORD THEORY

Text World Theory, basically ‘investigates how language, together with the context in which it is produced/received, leads the reader of a text to build mental representations for the situations being described, despite not necessarily having been present for the original event’, ( Hargreaves, 2012, p.1). It could also be a fictional account of a real event or just the creative result of literary imagination, (Werth 1999, Gavins 2007). In all, the way the reader connects with world built through authorial ingenuity and how this ‘world’ is sustained is the treatise in TWT. A writer’s perspective,



together with the imagery and deployment of available linguistic resources, creates in the reader's mind, a world situated in the text only. This 'text-world' then continues to reflect developments that are occasioned by new information which are textually provided.

Gavin (2007) itemises three conceptual levels through which every text could be understood: the discourse world, the text-world and the sub-world, respectively. The discourse world is 'the situational context surrounding the speech event itself', Werth (1999: 83). Also, the text-world is composed of world-building elements/words that are used to establish a space/setting or location of the world that has been created. Finally, the sub-world is any minuscule time, space or location that is introduced, no matter how briefly, from the main setting of the text. The three levels all interconnect and are important milestones in the beginning of authorial narratives, plot development, twists and turns and the eventual closure.

In Hargreaves' (2012) treatise of le Carré's *A Perfect Spy*, she is able to establish the presence of five Sub-Worlds which are distinctly created by the use of deictic references and other words. This is apart from the major Text World that dominates the particular extract. One can therefore argue that TWT helps the reader connect with the writer in the relay of events and how they are perceived. It is, however, a measure of the conscientious reader's commitment to textual elucidation that nothing is missing in the progressive presentation of the message.

## VI. DATA ANALYSIS

In '*The Lake Came to my House*', the context of the poem is the very beginning of the Category A Hurricane Katrina. Osundare uses the word 'began' in the very first line of this initial poem to create a world already in the mind of the reader. This simple yet profound literary initiative is typical of the poet-laureate. The reader thus anticipates when what actually 'began as a whisper among the leaves' will eventually turn into one of the most destructive forces in recent hurricane history. The image is created of a gathering storm, the strength of which nobody knows at this moment. From this rather innocuous opening, the second sentence of the poem recalls the 'wanton' and reckless destruction of the wind.

The second stanza in this excerpt offers the world-building words necessary for the discerning reader to construct an initial mental representation for the scene. 'Hooves', 'wounded house' and 'trampling rain' all evoke strong images of an 'attack' being suffered. Also, the stanza is a departure from the beginning one, as we can mentally picture the escalation of the destructive nocturnal activity of the rain. The reader is taken along in this seamless transition between nature's otherwise benign composure and its violent side. The Text-World is sustained by expressions like 'pit pat', 'bing bang', 'trampling rain', 'shouldering roof' and 'wounded house' which eventually set the tone for a scene of panic, endangerment and chaos. The reader is able to project this scenario and share in the bewilderment of the persona.

Osundare recalls how the 'wind dropped a pool in my living room', and 'the sky rumbled like a stricken bull', consistent imagery that project a chaotic scene. The reader is regaled with the lightning that zigzagged its fire through the author's room. Through the use of figurative expressions like simile (the sky rumbled like a stricken bull), metaphor (wind-driven, tornado-tormented) and personification (my shuddering roof; my wounded house; careless streets; the lake overran its fence), the poet succeeds in creating a vivid imagination of the present danger in the mind of the reader. He also never forgets to lampoon city administrators who built 'Levees... with levity' that could easily be overrun by angry waters while collapsing 'like hapless mounds'. The play on the consonant sound /l/ and the similitic comparison both connect to provide a picturesque appraisal of the event.

In stanza seven, Osundare graphologically shifts the textual positioning by indenting the two lines with about five centimetres:

*Roads lost their names,  
Streets their memories (p. 13)*

This is done probably to make the reader digest the messages therein: of familiar roads losing their names, their identities and streets, the memories that had kept them alive. From these two lines, readers are taken back to when the roads and the streets were peaceful; a certain Sub-World that now seems gone forever. The reader is made to imagine the periods of tranquility as against nature's abrupt dislocation of same. The poem concludes that in stanza eight by cementing to memory the 'torrential torment' that enthralled New Orleans the day The Lake came down his street and 'took away my house'.

In the second poem under analysis, Osundare intensifies his diction to accurately portray the aftermath of Katrina. Aptly titled '*Liquid City*', the poem resonates with high imagery and powerful descriptions of havoc. 'Liquid nights' are compounded by the sounds of restless winds who 'whip Treetops with the fury of their branches'. Famous streets, crescents and boulevards 'dissolve into nameless pools'. Indeed, the nameless, heartless and waters have come to claim ownership of precious estates built and run by people of high pedigree. The use of the word 'dissolve' especially lets the image of flood waters linger in the mind of the reader. The poet recalls seeing houses floating and 'in search of missing roofs'—a testimony to the devastation that has taken place. He further laments the fact that his city 'went away with the storm without leaving a forwarding address' in tear-inducing stanza that ends this particular poem.

'*Water Never Forgets*' opens with the author informing the reader of the possible reasons the floods came. World builders like 'steal its swamps', 'un-fin its fishes' and 'trample its shells' are used to 'show' the reader how humans exploit nature maximally. This brief Sub-World takes the reader's mind to the activities that may have had direct connection with the flooding:

*'When we scoop its heart  
steel its span  
and cement its stomach  
It never fails  
To roar back and reclaim  
Its trespassed honour (p. 19)*

In the lines above, Osundare lets the reader 'see' the direct impact mining, irrigation, fishing, dredging and other economic and infrastructural activities have on nature. Consequently, the 'water has its own memory' and, at the right time, bares its fangs in reclaiming its honour. The memory of Mother Nature is so sharp that its 'mindscape of echoes' is recalled while:

*Its mouth sizzles  
With vengeful teeth*

The overreaching exploitation of nature is has its benefits no doubt, but the destruction it eventually brings is far beyond the advantages.

The persona reiterates his compelling argument about the sadistic fury of nature in 'Omiyale', the fourth poem under analysis. The incorporation of the Yoruba word into the collection is significant. *Omiyale* literally translates into 'water branched into the home' and, according to the narrator, is 'absolutely uninvited'. In this particular poem, the flood waters have now turned into a storm in the ocean. The escalation of the torrents is visible in the waters which 'tore through the windows like a desperate burglar', leaving in its wake 'daubed... paintings, capsized...mugs, satanic colours... on my sofa, tossed...TV and a swollen carpet floating in the sea. The description is so graphic and leaves no one in doubt as to the desperate situation the poet is in that very moment. The world of chaos, destruction and loss is presented with dystopian accuracy.

Stanza five of 'Omiyale' opens with the 'drunken fridge' suddenly opening up its contents exactly as a stuporous inebriate would. The 'watery depth' swallows up 'a frozen tilapia', 'acres of rice' and 'oceans of rare spices' who could not tinge 'the mouth of the foraging felon'. Again, the waves 'micro-waved' the oven: an ironic turn of roles for the microwave. It 'swallowed the stove' and put everything single arrangement asunder. Even in the midst of the pandemonium, the authorial play on words still helps the presentation style in evolving and inescapable violent picture in the mind of the reader. The 'monochromatic mess' made of the poet's wardrobe is followed by the flood 'hitting the street' in his 'favourite garment'. Osundare successfully personifies Katrina as a burglar who is 'greedy' and takes possession of all it could gather, while maliciously destroying the ones it could not take.

'*The Rain Has A Story*' opens with a flashback to the beginning of the rains that actually precipitated Katrina. There are haphazard movements between the Discourse and the Text Worlds as represented by the irregular shifts in the lines of each of the six stanzas of the poem. Examples are stanzas one and two which read:

*This year's rain  
Has a story  
As viscous as its waters  
Fetid as its freight of ruined fortunes (p. 24)*

Perusing through the excerpt above, a Discourse World is created by the reference to the rains of that particular year. The 'story' to be told generations to come concerning the rains will be as putrid, rotten and foul as its 'waters'. Osundare recounts the travails of the inhabitants of New Orleans in these unequal and sad lines. The year's song is 'sour like its whistling winds' and 'sad like its funerals'. The preponderant use of similes to compare the scenery to dark, sinister and unappealing images achieves its objective in the sulphuric ambience of Katrina the reader is now largely familiar with. The poet claims the downpour has stolen the people's name (since Katrina is now being eerily tagged with New Orleans) and 'danced on the graves of many dreams' – a metaphor for the unfulfilled ambitions and desires of the many people who perished in the great floods. The unequal lines represent the unequal yokes, sadness, trauma and grief being shouldered by the living casualties of the aquatic disaster. The images are real, clear and picturesquely offered to the reader in crisp verses.

In '*Death Came Calling*', a more contemplative account of the Katrina tragedy is introduced. The opening lines themselves attest to the survival instinct of the poet:

*Death came calling  
It never met me at home (p. 25)*

Here, the inevitability of death is stated, even in the poet's avoidance of the grim reaper during Katrina. Instead, Death met his guardian angels who ensured that the poet comes out of his ordeal alive, unlike some others:

*It met Olosunta, Father of Rocks  
It met Oroole, Ruler of Lofty Heights  
It met Esidale, Founder of Earth and Sky  
It met Ifa, Source and Living Wisdom (p. 16)*

The invocation of ancestral gods and Yoruba mythical figures foregrounds, in the minds of the reader, the poet's affinity to his roots; a fact that has not been eroded even in his travails in New Orleans, far away from Ikere- Ekiti, his hometown. These gods 'shielded' the poet and preserves him from imminent death. Indeed, we are treated to a scenic

portrayal of a mortal being guarded by metaphysical forces during a conflict with natural forces. The belief or otherwise of the reader in the metaphysical is tested in these few lines; judging from the picturesque narrative being painted by the persona.

In the second section of the anthology, the eponymous poem 'City without People' is chosen for analysis. The title alone evokes a pictorial description of a barren or an uninteresting place. Whether read in isolation or as part of a continuum from the initial poem, this poem still opens with the same discourse world of a city wrecked by a hurricane; a world which is now familiar with the reader as running through the poetic compilation. However, the particular text world created in this poem depicts a wasteland of apocalyptic proportions. The opening four lines attest to this:

*The trees are dead  
The birds are gone  
The grass is scorched  
The worms have vanished* (p. 35)

The Text World triggered by these lines is that of a 'dead' setting. There is no indication of life or how it could be sustained. The space is bereft of any essence, value or creativity. This central idea is further reinforced by 'skeletal houses' which 'stare at the sky through their broken windows'. Also, the 'rot and rubble' in the streets compare to 'Golgotha', a biblical allusion to a place of death. As the readers paint mental pictures of these poetic verses, they are not oblivious of the chaotic mess Hurricane Katrina has left in its wake. The first sign of life does not do much to salvage the sense of lifelessness hitherto imagined:

*Masked undertakers pound the pavements  
Bemoaning a shortage of coffins  
One rotten trick away from speculators  
In fancy phrases and mafia goggles* (p. 35)

Even in this unimaginable crisis, the greed in human nature still abounds in people taking advantage of the misery of inhabitants in the sorrowful process of burying the dead. The 'vanguard of vultures' hovering over 'the twilight sky' accentuates the odoriferous condition of the Text World. From the questions:

*What do you call a house  
Without walls?  
What do you call a city  
Without people?* (p. 35)

the poet concludes that when something has lost what makes it what it is, it can only be talked about in the past. New Orleans lost its people and thus, lost its value as a city as a direct concomitant of the carelessness in handling a 'disaster foretold'.

In 'The Weeping Book' taken from the third part of the collection, the poet, again, laments Katrina's destruction of his treasures. He writes, with fondness and in glowing terms, about his book, which is likened to a 'prattling prince' containing 'gems of wisdom' and 'golden words' liberate the mind. The beautiful Sub-World of this book in its mercurial presentation is rudely interrupted by:

*Then came Katrina and its frantic flood  
And its gang of mess and mush and mud  
Its sweeping plague and rampant rage  
Undid my treasure from page to page* (p. 58)

Here, the reader is brought back to the Discourse World of Katrina and indeed the Text World of the Balkanisation of a particular book. Described in such graphic details and with powerful figurative expressions, the reader gets a picturesque sense of what the poet means:

*A maddening mold has eaten the leaves  
Which drop down dead in bales and sheaves?  
A sickening swamp in my house of mirth  
The tomes are robbed of their lively girth*

The uses of alliteration, metaphor and personification in this excerpt help to vividly showcase the author's visualisation and perception of his loss. Gone are the books 'pages with their dainty dots' and all the documentations he made on 'friendly foes' and his own personal thoughts have now been 'submerged in Katrina's woes'. He mourns the fact 'a whole life's labour' has been washed away, a fact further cemented by the 'dreadful absence' of his beloved book who now weeps at its present state of nothingness and valuelessness.

'NOAH', the third poem in part four of this anthology, details how the poet and his wife are sheltered by a family in Birmingham, Alabama, just after the Katrina tragedy. Although the Discourse World of Hurricane Katrina still looms large and re-echoes in the mind of the reader, a Text World is created of the poet being rehabilitated. This 'season of kindness' is well received and savoured. The poet commends Noah, his father Autumn and his wife who all comfort them:

*When we were sacked by a vicious flood  
And nearly lost our precious blood* (P. 83)

These two lines above trigger the memories of Katrina, which have now assumed the psychological status of a Sub-World in this particular poem. Although, the poet still acknowledges there are bigger tasks ahead in the recovery of all that is lost, he nevertheless appreciates the kind gestures of the good people who seek to 'brighten our days'. A Text-World of succour is therefore created and sustained in this poem. This particular image indicates a somewhat triumphant overcome of the terrible challenges the poet faced in the immediate aftermath of Katrina.

From part five of the omnibus entitled *Afterword*, the last poem for the analysis titled "This City Will Not Die" is studied. In this poem, Osundare describes his hopes for New Orleans, ravaged to the rubbles by Hurricane Katrina, with images of newness, renewal and rebirth. From the Discourse-World of the present state of the city which is:

*Though prostrate now from  
The poison of pestilential floods  
And levees which toy with  
The murderous fury of raging waters;* (p. 115)

the poet predicts a cosmopolitan renaissance in which New Orleans 'will rise again'. This scenario of revitalisation is helped by such World builders like:

*... sick, not dead,  
This betrayed City  
Deserted,  
Not forgotten*

The reader is promised of a city where one 'can hear drumtaps in the distance' and be surrounded by 'the sexy serenade of the sax-o-phone'. Jazz music, the unofficial signature tune of the city of New Orleans is foregrounded to mentally signify the rebirth of the city. To reiterate his position, the 'footless floodwalls' shall soon be replaced by well-manicured pavements and the 'Flood-scorched trees will bloom again'. The 'wounded oaks will stretch its limbs' and revellers back to sweeten up the streets. This anticipatory Text-World is becomes indelible to the reader in the closing stanza of the poem. The poet predicts a World

where the destruction and malice of hurricane Katrina will be long forgotten:

*This City will rise again  
This Big (Un)Easy, this neglected treasure*

## VII. FINDINGS AND DISCUSSION

From the analysis above, one can find that the three conceptual levels could all be found in each of the selected poems. The poet keeps dashing back and forth, as the various themes permit, taking the reader through his beautiful and beloved city which has now been destroyed by nature. The Discourse-World, created in the very first piece of the collection triggers the initiation of the disastrous scenario that runs through the anthology. Triggered by lexical World builders that create mental images and motions of chaos, destruction and helplessness in the face of monumental natural disaster, the Discourse-World of the Hurricane Katrina tragedy never wavered in its omnipresent conspicuousness as the poetic compilation moves from piece to piece and part to part, evolving along the line a thought that overshadows the several glimpses of Text and Sub-Words intricately fashioned and woven together by the commendable artistry of the poet-laureate. Therefore, the reader is left without any doubt as to what the central theme of the anthology is, judging by the adequate supply of image-creating and thought-cementing diction.

Also, the TWT has helped to individuate and personalise the loss suffered by the poet. The Worlds he portrays in the poems help the reader to feel the sense of personal loss and pain as experienced by the writer. One could feel the agony of a beloved city dweller, family man and cultural-aficionado as he bemoans what has now become of his cherished place of refuge, comfort and intellectual curiosity. This sense of personal loss reechoes over and over again in the collection. Osundare uses his beautiful verses to consolidate the personal efforts he undertook in projecting New Orleans and the tragedy that befell it. He mourns the loss of his home and property, weeps over the collective loss of a beloved city, rebukes tepid and indifferent official response in the wake of the disaster that smacked of lethargy and indifference and finally predicts a spiritual and economic resurgence that will attest to the Southern spirit ably entrenched in New Orleans and her resourceful and resilient inhabitants.

Again, we find that the reader has to be a participant in the world the poet has created for him to fully understand and appreciate the weight of the poetic depiction of the Hurricane Katrina disaster. Through the purview and guide of the TWT, the reader is taken through the unwholesome experiences of the poet in such graphic and compelling manner that the agony of loss and pain becomes a shared quantity. Leafing through the pages of *City without People*, one is obliged to participate in the communal catastrophe that culminates in trauma and disenchantment. The reality of authorial experience is made so vivid, moving and captivating by the way it is revealed in deep verses and with captivating imagery.

Finally, the literary gift of aesthetic excellence that pervades the storied career of Osundare reechoes here in prudent execution. The alluring composition of ingenious poetic verses laced with both African and Western cadences and images attest to the eclectic and phenomenal reach of his art.

## VIII. CONCLUSION

In this paper, we have been able to stylistically explore *City without People: The Katrina Poems* through the engaging binoculars of the Text World Theory. Though in no way exhaustive, the ten poems selected for the particular study have been analysed to show the artistic recall and documentation of the depths of misery Osundare found himself after Katrina. The poems exhibit deft coinages, iconic imagery and a peculiar mastery of the nuances of English that project meaning and create Text Worlds that illuminate the author's mind. The reader is 'shown' a room that has just been devastated by flood. The many World builders employed all create the sense and mental representation of aquatic submersion and the regrets and disillusionment of the victims. The analysis reveals a style that, evocative of the classic Osundare, cements his position as one of the few poets who stretch the total prospects of language in the rendition of art.

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# Electronic and Student-created Dictionaries for Enhancing EFL Pronunciation and Vocabulary Usage

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**Abstract**—The aim of this research is to investigate the effect of using electronic dictionaries combined with student-created dictionaries on English major students' pronunciation and vocabulary usage. Students' perceptions of this learning experience are also examined. The study combines both quantitative and qualitative research methodologies. Tests for pronunciation and vocabulary usage were designed and administered to 73 English major students at Jouf University, KSA. Two questionnaires were designed to investigate students' perceptions. Results of the study revealed that the usage of electronic and student-created dictionaries improved students' pronunciation as well as their vocabulary usage abilities. Results also revealed that participants are willing to use both electronic and student-created dictionaries in vocabulary learning. The most frequent perceived benefits of electronic dictionaries are the speed of accessing the meaning of new vocabulary and getting clear correct pronunciation of them. The most frequent perceived benefits of student-created dictionaries are long retention and internalization of new vocabulary. Participants face some difficulties when using electronic dictionaries such as the inability to find accurate meaning of some vocabulary items and some technical problems. Participants face some difficulties with their student-created dictionaries such as difficulty in constructing illustrative sentences and time-consumption. The study recommends the incorporation of electronic and student-created dictionaries in vocabulary learning.

**Index Terms**—EFL, e-dictionaries, student-created, pronunciation, vocabulary

## I. INTRODUCTION

The use of electronic dictionaries (e-dictionaries) in learning English has become widespread with the wide usage of smartphones all over the world. The use of e-dictionaries is very easy as the learner can get the meaning of the word as well as its correct pronunciation in no time. This use of e-dictionaries is one application of blended learning. Blended learning focuses on the idea that learning happens both through face-to-face interaction as well as through electronic means. The student-created dictionary refers to the dictionary every learner builds for himself through accumulating new words with their meanings day after day in a special notebook. The idea of student-created dictionaries is related to students' autonomy in language learning. The idea is that the learner not only gets the meaning of the new word from a dictionary but also writes it down in a special notebook together with an illustrative sentence from his creation. The learner writes the word, its meaning in his native language, a hint for its pronunciation, and puts it in a sentence that clarifies its meaning. This is very important for internalizing the new vocabulary and building an active vocabulary repertoire.

The study hypothesizes that the use of e-dictionaries combined with student-created dictionaries will enhance learners' pronunciation of new vocabulary items as well as their ability to use these items. The study also seeks to find out learners' perceptions of this learning experience. The study also expects that students will face a number of challenges during this learning experience. Studying these variables could enhance second language acquisition and learning processes.

The study starts with a comprehensive literature review followed by a full description of the methodology used. Results related to research questions are presented and analyzed. Discussion of these results and recommendations based on them are presented at the end.

## II. REVIEW OF LITERATURE

### A. Effectiveness of Electronic Dictionaries

A number of studies found out that the use of e-dictionaries is effective especially in the field of vocabulary learning. These studies include the following:

Bahri and Mahadi (2016) studied the use of Google Translate as a tool for aiding international students in Malaysia to develop their knowledge and skills in learning the Malay Language. Sixteen international students participated in the study. The majority of participants regarded Google Translate as an effective tool for learning vocabulary, as well as

improving writing, and reading in the Malay Language.

Fageeh (2014) studied the effects of using online dictionaries on developing the skills of vocabulary building and enhancing positive attitudes of EFL learners towards vocabulary learning. The study employed a pretest posttest control group design combined with a qualitative questionnaire for investigating learners' attitudes. The study revealed that the use of online dictionaries has positive effects on improving the skills of vocabulary learning as well as enhancing learners' attitudes towards vocabulary learning.

Nisbet and Austin (2013) found out that Applications available for mobile phones are effective instruments for enhancing vocabulary learning among adult learners in programs of English as a second language.

Loucky (2010) reviewed the general findings about the alterations in use of electronic dictionaries by Japanese EFL university students. The researcher compared freshmen students' use and graduate students' use of e-dictionaries focusing on the degree of use. The researcher concluded that the use of e-dictionaries could enhance language learning. The researcher also focused on strategy training in effective use of e-dictionaries, which could enhance the positive effects of using these dictionaries. The researcher calls for more studies in the field of e-dictionaries focusing on raising students' awareness of the potentials of this type of dictionaries.

### *B. Benefits of Electronic Dictionaries*

Studies found out that there are many benefits of the use of e-dictionaries in language learning. These benefits include: enhanced self-learning, easy access to written and spoken translations of a lot of languages, speed of use, enhancing recognition of word forms, enhancing recognition of word meanings, consolidation of word meanings, improving comprehension of reading passages, increasing incidental unconscious vocabulary acquisition, enhancing positive attitudes towards vocabulary learning, designing effective vocabulary lessons, achieving success in vocabulary tests, and learning vocabulary in authentic texts.

Bahri and Mahadi (2016) in their study of the use of Google Translate as a tool for helping international students in Malaysia to develop their knowledge and skills in learning the Malay Language found out that some participants reported that the effective use of Google Translated could enhance self-learning. consequently, the use of Google Translate for doing classroom tasks can help students study independently, and help them form their own strategies for solving problems that occur during language learning.

Nisbet and Austin (2013) indicated that Google Translate provides free text translation for 70 languages. They added that this app can change speech-to-text in 17 languages. Google translate provides the opportunity to listen to translations spoken in 40 languages. Besides, this app can spell the translation of non-Latin script languages like Chinese and Japanese in Latin letters that can be read easily. They added that Google Translate is the top-rated app for accuracy of translation.

Chen (2010) compared patterns of use and perceptions of pocket e-dictionaries and paper dictionaries. The researcher also investigated the impact of both types of dictionary use on vocabulary learning. The researcher found that there are no significant differences between e-dictionaries and paper dictionaries in comprehension, production and retention of vocabulary, however, e-dictionaries is significantly faster than paper dictionaries. Loucky (2002) who investigated the accessing speed of several kinds of e-dictionaries depending on both objective and subjective feedback from learners using them found similar results. The researcher found that both learners and language instructors were impressed by the wide potentials and speed of e-dictionaries, but they often needed more training in using them.

Dilenschneider (2018) investigated three conditions for language learners to learn new target words and comprehend a reading passage when using an online dictionary. The research questions concentrated on how each condition affected the recall and recognition of forms of words, meanings of words, and comprehension of the passage. The results revealed that the use of online dictionaries was helpful in the three aspects investigated. Similar result were found by Wang (2012) who focused on the pedagogical outcomes of using e-dictionaries by intermediate and advanced learners. In this study, twenty intermediate and advanced participants were asked to read an e-text twice with the help of an e-dictionary. After reading, participants wrote recalls of the text in English. The researcher found that intermediate students frequently looked up high, middle and low frequency words, while advanced students only looked up low frequency words. The study found out that e-dictionaries helped intermediate participants more than advanced participants in the field of consolidating meanings of already known words, learning new words and enhancing overall reading comprehension.

Abraham (2008) conducted a meta-analysis of 11 studies of the effect of electronic glosses on improving second language reading comprehension and enhancing incidental unconscious vocabulary learning. The researcher found out positive effects of electronic glosses on both reading comprehension and incidental unconscious vocabulary acquisition. The researcher recommended more studies in the field to verify the positive effects of electronic glosses in improving reading comprehension and vocabulary acquisition.

Fageeh (2014) as mentioned above reached the conclusion that e-dictionaries were beneficial for both improving vocabulary building skills and enhancing learners' positive attitudes towards learning vocabulary. Related to the positive perception of students of e-dictionaries is the study of Chiu and Liu (2013) who found out that e-dictionaries attract students' attention especially at the beginning of their use.

Loucky (2005) discussed the role of e-dictionaries in maximizing the steps of vocabulary learning including word knowledge, access of new meanings, storage of new information, analysis of word parts, placing new vocabulary items



in short-term memory, linkage of new words to word groups, activating words for use, and recycling words. The researcher concluded that e-dictionaries could help create effective and enjoyable vocabulary lessons.

Niitemaa and Pietilä (2018) studied the relationship between Finnish EFL learners' ability to look up new words in online dictionaries and their success rate in vocabulary tests. The study focused on the correlation between the skills of looking words up in e-dictionaries and the skills of word recognition, which is one important aspect of success in vocabulary tests. The results of the study revealed that there was positive correlation between the skill of looking words up in e-dictionaries and their abilities in word recognition, which led to their success in vocabulary tests. However, this applied to individual words but not with collocations.

Dalton and Grisham (2011) investigated the value of using online dictionaries especially Google Translate in helping learners of English learn new vocabulary items. The researchers found out that online translation devices help learners acquire vocabulary as they appear naturally in authentic texts and allows learners to use the knowledge of their first language to enhance their understanding of new vocabulary items in the target language. However, the researchers emphasized that online dictionaries especially Google Translate are not completely accurate and they should be used as only a gateway for vocabulary learning.

### C. *Learners' Attitudes towards Electronic Dictionaries*

Some studies found that learners have positive attitudes towards the use of e-dictionaries. For, example, Lenders (2008) found out that language learners think that e-dictionaries are appropriate and useful. The researcher discovered also that learners tend to use the e-dictionaries more when they can see the relationship between their use of these dictionaries and the enhancement of their studies and their future career. The researcher recommended that to be effective in vocabulary learning, the use of e-dictionaries should be accompanied by using authentic texts and tasks that require language use.

Moreover, Bower and McMillan (2007) found that the percentage of Japanese students' use of e-dictionaries is rising. The researcher found also that students feel that these dictionaries are helpful and they are keen on having them in their English classes. The researchers found that the percentage of students who use e-dictionaries at Kanda University reached 97% percent, which shows positive attitudes towards their use.

### D. *Limitations of the Use of Electronic Dictionaries*

Researchers found out some limitations of the use of e-dictionaries. For example, e-dictionaries are not effective when used alone. In addition, they attract the attention of students' only at first use. Moreover, students do not know their useful functions and lack the experience in dealing with them. Besides, the overuse of e-dictionaries can make students lazy and hinder their ability to guess the meaning of unfamiliar words through the use of contextual clues. These limitations are highlighted in the following studies.

Poole (2012) conducted a study to compare the effectiveness of online glosses empowered with modified corpus-extracted sentences and those enhanced with dictionary definitions taken from an online learner's dictionary for improving vocabulary learning. Participants in both groups showed gains in receptive and judgment tasks, but only the corpus-enhanced group showed improvement on the productive assessment. Moreover, the corpus-enhanced group indicated that the glosses were useful and likely to be used for future language study, while the dictionary group said that the glosses would not be used later as the annotations were perceived as ineffective. Therefore, this study revealed that the use of online dictionaries alone is not effective and special types of enhanced dictionaries are supposed to be used to achieve effective results.

Chiu and Liu (2013) compared the use of e-dictionaries with the use of printed dictionaries. The researchers found out that e-dictionaries attract students' attention at the beginning of use but they do not help students retain new vocabulary items as effective as printed dictionaries. Consequently, the researchers recommended that e-dictionaries should be used as a starter to attract students' attention and then they should be directed to use printed dictionaries to help them retain target vocabulary items with their meanings.

Bower and McMillan (2007) found out that many students in Canadian universities use e-dictionaries. However, they found that many of the users of e-dictionaries are unaware of numerous useful functions of these dictionaries such as the use of memory, history records, voice function, and recording students' own voice. Consequently, the limitation here is related to students' training in using electronic dictionaries. Kobayashi (2007) emphasized a similar limitation, which is the lack of experience in using e-dictionaries. The researcher found that there were no differences between printed dictionaries and e-dictionaries concerning word retention and reading comprehension. The researcher justified this result by clarifying that the problem was in students' experience in dealing with e-dictionaries. Of course, this may have been true in 2007 but now as the use of electronic devices has grown enormously all over the world, this will not be a problem for students. Another limitation indicated by the researcher is that the users of e-dictionaries consult their dictionaries more often than the users of printed dictionaries. This could lead to hindering their inferring ability but this was just an assumption that was not supported by evidence.

Darancik (2016) pinpointed that the use of Google Translate can mislead the fresh learners of a foreign language and make them lazier to think about the best translation based on the vocabulary they already know. That is why the researcher emphasized the importance of revising google translations by students.

Most of the studies emphasized the importance of training and the avoidance of overuse of e-dictionaries to



overcome their limitations. Besides, a number of studies emphasized that e-dictionaries are not effective alone. The present study tries to overcome this limitation through the combining of e-dictionaries with student-created dictionaries.

#### *E. Student-created Dictionaries*

Few studies have covered the issue of student-created dictionaries or learner-constructed glosses. One of these studies is the study of Friedman (2009) who conducted a research project on Japanese university EFL students. The students used the internet and a corpus to study context and features of vocabulary items. Students constructed a dictionary of words and examples. These examples were either taken from the internet or composed by the students themselves. Results of the study revealed that students benefited from this construction of the dictionary as they concentrated on the form, function, and meaning of vocabulary items during the composition process.

Moreover, Fernando and Cooper (2017) reported on the usefulness of some strategies used to support EFL students in learning scientific terminology. They reported that student-created dictionaries can be used both for enhancing proficiency in English as well as a tool for assessing skills. In this strategy, teachers ask learners to construct their own dictionaries using their own definitions. The researchers concluded that this strategy enhances students' creativity. The researchers also emphasized that this strategy will help teachers in their assessment of students' understanding of the terminology incorporated in the glossary.

It is clear that all the above-mentioned studies dealt either with the use of e-dictionaries as a separate tool that can help the improvement of vocabulary acquisition or with student-created dictionaries as strategy for enhancing vocabulary learning. However, the present study combines the use of e-dictionaries with student-created dictionaries. Moreover, most of these studies did not focus on the improvement of pronunciation with the help of e-dictionaries. The present study tries to breach this gap.

### III. RESEARCH QUESTIONS

1. What is the effect of using e-dictionaries and student-created dictionaries on improving EFL pronunciation?
2. What is the effect of using e-dictionaries and student-created dictionaries on improving EFL vocabulary usage?
3. What are students' perceptions of using e-dictionaries in vocabulary learning?
4. What are students' perceptions of using student-created dictionaries in vocabulary learning?
5. What are students' perceptions of combining e-dictionaries with student-created dictionaries in learning new vocabulary?

### IV. RESEARCH HYPOTHESES

The following hypotheses are related to the first two questions only.

1. There are no significant mean differences at .05 level between the experimental group and the control group on the pronunciation pretest.
2. There are no significant mean differences at .05 level between the experimental group and the control group on the vocabulary usage pretest.
3. There are no significant mean differences at .05 level between the experimental group and the control group on the pronunciation posttest.
4. There are no significant mean differences at .05 level between the experimental group and the control group on the vocabulary usage posttest.

### V. METHOD

#### *A. Design of the Study*

The study follows a combined quantitative qualitative design. It depends on tests for measuring pronunciation and vocabulary usage in a pretest posttest control group design in order to answer the first two research questions. It also uses combined closed-ended open-ended questionnaires to measure students' perceptions of using e-dictionaries and student-created dictionaries in vocabulary learning in order to answer research questions from three to five. The closed-ended items provide statistics related to the investigated features while the open-ended items of the questionnaires are presented in a descriptive analytic manner.

#### *B. Participants*

Seventy-three English majors at Jouf University, KSA started this experiment. However, some dropped out and the final number of participants were 62 in the pronunciation posttest and 65 in the vocabulary posttest. The participants voluntarily agreed to participate. The researcher divided the participants into two groups: experimental and control.

#### *C. The Experimental Group Setting*

Participants in the experimental group studied a listening and speaking course incorporating e-dictionaries and student-created dictionaries. The course consists of six chapters. In each chapter, there are about thirty new vocabulary items. Participants were encouraged to use e-dictionaries to look up these vocabulary items so that they can get the

meaning and pronunciation. Besides, participants were asked to construct a student-created dictionary by keeping a notebook in which they wrote the new vocabulary items with their meanings followed by an illustrative sentence from their creation.

#### D. The Control Group Setting

Participants in the control group studied the same six chapters with the new vocabulary items. However, they listened to the vocabulary items twice through a tape recorder played inside class and got the meanings of these vocabulary items from the professor teaching the course. Students have different written and spoken activities related to using these vocabulary items.

#### E. Instruments

**The pronunciation test:** The test, in its final form, consists of 20 vocabulary items. The items vary in their difficulty. Students were asked to pronounce the items twice and their pronunciation was recorded.

An analytic rubric was designed to score students' pronunciation. The rubric has four dimensions: consonants, vowels, words with silent letters and multi-syllable words. The scale ranged from 1 to 4 with clear indicator for each category of the scale. A panel of jury established the validity of the test and the rubric. The reliability of the rubric was measured using the inter-rater reliability method. Cronbach's Alpha coefficient was .978.

**The vocabulary usage test:** The test, in its final form, consists of 30 multiple-choice items. Each item has four alternatives. The 30 items cover a range of vocabulary related to the course of listening and speaking two.

A panel of jury ensured the construct validity of the test. Some modifications related to the items and the alternatives were made based on the jury's comments. The reliability of the test was calculated using Spearman-Brown split half method. Spearman-Brown Coefficient was .675. This reliability coefficient is accepted as coefficients above 60 are generally accepted.

**The questionnaire of students' perceptions of using e-dictionaries in vocabulary learning:** This questionnaire consists of 20 items; 16 of them are closed-ended items with a four-point Likert-type scale ranging from strongly agree to strongly disagree and 4 of them are open-ended items. The items of the questionnaire covered four dimensions (Table, 1). Item 20 is a general open-ended item not related to any specific dimension.

TABLE (1)  
DISTRIBUTION OF THE ITEMS OF THE STUDENTS' PERCEPTIONS QUESTIONNAIRE OF USING E-DICTIONARIES IN VOCABULARY LEARNING

Dimension	Items
Students' willingness to use electronic dictionaries in vocabulary learning	1-2-3-6-8-9
Students' perception of the benefits of using electronic dictionaries in vocabulary learning	4-5-7-17-19
Students' preferences when using electronic dictionaries in vocabulary learning	10-11-12-13-14
Difficulties that face students when using electronic dictionaries in vocabulary learning	15-16-18

The panel of jury established the construct validity of the questionnaire. Cronbach's Alpha was used to measure the reliability of the questionnaire and the coefficient was .632. This reliability rate is accepted.

**The questionnaire of students' perceptions of using student-created dictionaries in vocabulary learning:** This questionnaire consists of 11 items; eight of them are closed-ended items with a four-point Likert-type scale ranging from strongly agree to strongly disagree and three of them are open-ended items. The items of the questionnaire covered four dimensions (Table, 2). Item 11 is a general open-ended item not related to any specific dimension.

TABLE (2)  
DISTRIBUTION OF THE ITEMS OF THE STUDENTS' PERCEPTIONS QUESTIONNAIRE OF USING STUDENT-CREATED DICTIONARIES IN VOCABULARY LEARNING

Dimension	Items
Students' willingness to use student-created dictionaries in vocabulary learning	1-5
Students' perception of the benefits of using student-created dictionaries in vocabulary learning	2-3-4-10
Difficulties that face students when using student-created dictionaries in vocabulary learning	6-7-9-
Combining electronic dictionaries with student-created dictionaries in vocabulary learning	8

The panel of jury established the construct validity of the questionnaire. Cronbach's Alpha was used to measure the reliability of the questionnaire and the coefficient was .641.

#### F. Statistical Analysis

The first research hypothesis was tested using t-test for independent samples to determine the equivalence of the experimental and the control groups on the pronunciation pretest (Table, 3).

TABLE (3)  
THE T-VALUE FOR THE PRETEST SCORES OF THE EXPERIMENTAL AND CONTROL GROUPS ON PRONUNCIATION

Group	N	Mean	Std. Deviation	t-value	Sig. (2-tailed)
Experimental	40	7.17	2.8	0.165	0.103
Control	32	8.06	2.47		

The t-test results show that no statistically significant differences were found between the pretest mean scores of the experimental and control groups on pronunciation ( $p > 0.05$ ). Thus, the hypothesis is accepted. This indicates that the two groups are equivalent and thus the study will use t-test for independent samples to compare posttest scores.

The second research hypothesis was tested using t-test for independent samples to determine the equivalence of the experimental and the control groups on the vocabulary usage pretest (Table, 4).

TABLE (4)  
THE T-VALUE FOR THE PRETEST SCORES OF THE EXPERIMENTAL AND CONTROL GROUPS ON VOCABULARY USAGE

Group	N	Mean	Std. Deviation	t-value	Sig. (2-tailed)
Experimental	44	14.03	7.29	0.193	0.847
Control	29	13.75	5.29		

The t-test results show that no statistically significant differences were found between the pretest mean scores of the experimental and control groups on vocabulary usage ( $p > 0.05$ ). Thus, the hypothesis is accepted. This indicates that the two groups are equivalent and thus the study will use t-test for independent samples to compare posttest scores.

For statistical analysis of the closed-ended items of the questionnaire, the researcher depended on frequencies. As for the open-ended items, the researcher depended on descriptive analytic presentation.

## VI. RESULTS

### A. *The Impact of E-dictionaries and Student-created Dictionaries on Students' Pronunciation*

T-test for independent groups was applied to test the related hypothesis (hypothesis three). Table (5) shows the results.

TABLE (5)  
T-TEST FOR INDEPENDENT GROUPS OF THE IMPACT OF ELECTRONIC AND STUDENT-CREATED DICTIONARIES ON PRONUNCIATION

Group	N	Mean	Std. Deviation	t-value	Sig. (2-tailed)
Experimental	33	24.87	3.63	-3.26	0.001
Control	29	20.79	6.04		

From the table it is clear that the experimental group outperformed the control group in the posttest of pronunciation ( $p < 0.05$ ). Thus, the use of electronic and student-created dictionaries proved to be effective in enhancing students' pronunciation.

### B. *The Impact of E-dictionaries and Student-created Dictionaries on Students' Vocabulary Usage*

T-test for independent groups was applied to test the related hypothesis (hypothesis four). Table (6) shows the results.

TABLE (6)  
T-TEST FOR INDEPENDENT GROUPS OF THE IMPACT OF ELECTRONIC AND STUDENT-CREATED DICTIONARIES ON VOCABULARY

Group	N	Mean	Std. Deviation	t-value	Sig.(2-tailed)
Experimental	34	12.61	1.85	-8.11	0.000
Control	31	8.09	2.59		

From the table it is clear that the experimental group outperformed the control group in the posttest of vocabulary ( $p < 0.05$ ). Thus, the use of electronic and student-created dictionaries proved to be effective in enhancing students' vocabulary usage.

### C. *Students' Perceptions of Using E-dictionaries in Vocabulary Learning*

The first dimension of the questionnaire, students' willingness to use e- dictionaries in vocabulary learning, consists of six items. Table (7) clarifies the frequencies of each item.

TABLE (7)  
FREQUENCIES OF STUDENTS' WILLINGNESS TO USE E-DICTIONARIES IN VOCABULARY LEARNING

Item	Strongly Agree	Agree	Disagree	Strongly disagree
1. I prefer to look up the new words on an electronic dictionary not a paper dictionary.	75	20.5	0	4.5
2. I prefer to listen to the pronunciation of new words on electronic dictionaries than from my tutor.	34.1	27.3	29.5	9.1
3. I use the electronic dictionaries only because my tutor asked me.	13.6	9.1	22.7	54.5
6. I am good at using electronic dictionaries	72.7	22.7	2.3	2.3
8. I like using electronic dictionaries in class.	45.5	40.9	9.1	4.5
9. I like using electronic dictionaries at home.	56.8	31.8	4.5	6.8

It is clear from the table that the majority of students were willing to use e-dictionaries in vocabulary learning. Preferring e-dictionaries to paper dictionaries got 95.5% agreement (75% strongly agree and 20.5% agree). Feeling competent of using e-dictionaries follows with 95.4% agreement. Willingness to use e-dictionaries at home follows with 88.6% agreement. Willingness to use e-dictionaries in class follows with 86.4% agreement. Preferring getting pronunciation from e-dictionaries follows with 61.4% agreement. Finally, only 22.7 % of the participants stated that they used e-dictionaries only because the tutor asked them. This means they are willing to use it for its benefits not because it is a requirement by the tutor.

The second dimension of the questionnaire, students' perceptions of the benefits of using e-dictionaries in vocabulary learning, consists of five items. Three of them are closed-ended, one multiple-choice and one open-ended item. Table (8) clarifies the frequencies of the closed-ended items.

TABLE (8)  
FREQUENCIES OF STUDENTS' PERCEPTIONS OF THE BENEFITS OF USING E-DICTIONARIES IN VOCABULARY LEARNING

Item	Strongly Agree	Agree	Disagree	Strongly disagree
4. I use electronic dictionaries because it provides clear meaning of the new words easily.	68.2	20.5	11.4	0
5. I use electronic dictionaries because it provides clear pronunciation of the new words easily.	52.3	38.6	9.1	0
7. Looking up the new words in electronic dictionaries saves time.	75	15.9	6.8	2.3

It is clear from the table that the highest perceived benefit of e-dictionaries is getting clear pronunciation of the word easily as this item got 90.9% agreement. Saving time got the same percent of agreement 90.9%. Getting a clear meaning of the word easily follows with 88.7%.

The multiple-choice item (item 17) gave students four possible benefits to choose the most important for them. Analysis of participants' responses shows that speed came on top of the benefits with 34.1%. Correct pronunciation follows with 31.8%. Ease of use follows with 27.3%. Finally, accurate Arabic translation got 6.8%, which is a low percent.

The open-ended item (item 19) asked students to write any benefit of the use of e-dictionaries. Analysis of participants' responses resulted in the following list of benefits ordered according to frequency:

1. Speed and saving time
2. Getting the correct pronunciation
3. Ease of use
4. Accurate translation
5. Providing synonyms
6. Getting correct spelling
7. Improved language proficiency
8. Improved use of vocabulary.
9. Memorizing vocabulary
10. Revising vocabulary
11. E-dictionaries can be used anywhere
12. Providing the part of speech
13. Some e-dictionaries have a photocopy and translate option

It is very clear that the top four items in the list are consistent with participants' responses to the three closed-ended items in table (8). As can be seen in the list participants added other valuable benefits of using e-dictionaries.

The third dimension of the questionnaire, students' preferences when using e-dictionaries in vocabulary learning, consists of five items. Table (9) clarifies the frequencies of each item.

TABLE (9)  
FREQUENCIES OF STUDENTS' PREFERENCES WHEN USING E-DICTIONARIES IN VOCABULARY LEARNING

Item	Strongly Agree	Agree	Disagree	Strongly disagree
10. I only use google translate not any other electronic dictionary.	13.6	20.5	29.5	36.4
11. I use different electronic dictionaries.	34.1	34.1	22.7	9.1
12. I prefer English – Arabic electronic dictionaries than English – English ones.	29.5	50	11.4	9.1
13. I listen to the word on electronic dictionaries more than once to master its pronunciation.	59.1	27.3	6.8	6.8
14. I repeat after the speaker when I listen to the pronunciation of the word on electronic dictionaries.	38.6	40.9	15.9	4.5

It is clear from the table (item 13) that 86.4% of the participants prefer to listen to the word on e-dictionaries more than once to get its correct pronunciation. Analysis of item 12 shows that 79.5% of the participants prefer English-Arabic e-dictionaries over English-English ones. Analysis of item 14 shows that 79.5% of the participants prefer to repeat after the speaker of e-dictionaries when they listen to new words. Analysis of item 11 shows that 68.2% of the

participants use a variety of e-dictionaries. Analysis of item 10 verifies the same result as only 34.1% declared that they only use Google Translate.

The fourth dimension of the questionnaire, difficulties that face students when using e-dictionaries in vocabulary learning, consists of two closed-ended items and one open-ended item. Table (10) clarifies the frequencies of closed-ended items.

TABLE (10)  
FREQUENCIES OF DIFFICULTIES THAT FACE STUDENTS WHEN USING E-DICTIONARIES IN VOCABULARY LEARNING

Item	Strongly Agree	Agree	Disagree	Strongly disagree
15. I can't find the meaning of some words on electronic dictionaries	9.1	47.7	22.7	20.5
16. It takes a lot of time to find the meaning and pronunciation of all new words in each chapter using electronic dictionaries.	27.3	31.8	22.7	18.2

It is clear from the table (item 16) that 59.1% of participants find it time-consuming to find the meaning of all new words using e-dictionaries. Analysis of item 15 shows that 56.8 of the participants sometimes cannot get the meaning of some words using e-dictionaries.

Item 18 was an open-ended item asking students to list any difficulty they have faced during the use of e-dictionaries. Analysis of participants' responses resulted in the following list ordered according to frequency:

1. Inaccurate translation
2. Inability to find the meaning of some words especially idioms, reduced words, and phrasal verbs.
3. E-dictionaries provide more than one meaning which could be confusing
4. Technical problems with the internet access. Inaccurate pronunciation.
5. Low unclear sound of pronunciation.
6. Technical problems related to the lack of training
7. Preferring teacher translation because of time pressure.

Time pressure came last in students list though about 60% reported it as a problem in item 16. This means participants feel that there are other more important problems of using e-dictionaries such as inaccurate translations and inability to find meanings of some idioms, which goes along with their responses to item 15.

Item 20 was an additional item not related to any specific dimension of the questionnaire. It gave participants the opportunity to express their remarks and suggestions about the use of e-dictionaries. Analysis of participants' responses resulted in the following list of suggestions ordered according to frequency:

1. It is better to use e-dictionaries in class
2. To be used in all courses
3. To be used at home.
4. Students' discussion over the meaning of words
5. Use English-English apps.
6. To have a separate course for vocabulary and use it.
7. To be carried out in groups
8. To select one type of e-dictionaries for all students to use
9. Use e-dictionaries not online apps.

#### D. Students' Perceptions of Using Student-created Dictionaries and Combining them with E-dictionaries in Vocabulary Learning

The first dimension of the questionnaire, students' willingness to use student-created dictionaries in vocabulary learning, consists of two items. Table (11) clarifies the frequencies of each item.

TABLE (11)  
FREQUENCIES OF STUDENTS' WILLINGNESS TO USE STUDENT-CREATED DICTIONARIES IN VOCABULARY LEARNING

Item	Strongly Agree	Agree	Disagree	Strongly disagree
1. I created my own dictionary only because my tutor asked me.	18.2	31.8	25	25
5. Creating my own dictionary makes me proud.	47.7	40.9	4.5	8.6

It is clear from the table that the majority of the participants were willing to use student-created dictionaries in vocabulary learning. Analysis of item 5 shows that 88.6% of the participants felt proud of creating their own dictionaries, which gives clear indication that they are willing to use this technique. This goes along with the result of item 1, which shows that 50% did it because the teacher asked them while the other 50% of participants did it for other reasons. This indicates intrinsic willingness to construct student-created dictionaries in at least 50% of the students.

The second dimension of the questionnaire, students' perceptions of the benefits of using student-created dictionaries in vocabulary learning, consists of three closed-ended items and one open-ended item. Table (12) clarifies the frequencies of closed-ended items.

TABLE (12)  
FREQUENCIES OF STUDENTS' PERCEPTIONS OF THE BENEFITS OF USING STUDENT-CREATED DICTIONARIES IN VOCABULARY LEARNING

Item	Strongly Agree	Agree	Disagree	Strongly disagree
2. I created my own dictionary because it helps me revise the new words easily.	54.5	25	13.6	6.8
3. I created my own dictionary because it enables me to use the new word in a sentence.	38.6	45.5	6.8	9.1
4. Creating my own dictionary helped me remember the new words for a long time.	54.5	36.4	4.5	4.5

It is clear from the analysis of item 4 that 90.9% of the participants perceived that the most important benefit of using student-created dictionaries in vocabulary learning is the long retention of learned vocabulary. Using the new word in a sentence came second as declared in item 3 with a percentage of 83.1%. Revising vocabulary came third with 79.5% as stated in item 2.

Item 10 was an open-ended item asking students to list all the perceived benefits of student-created dictionaries. Analysis of students' responses resulted in the following list of benefits ordered according to their frequency:

1. Vocabulary retention for a long time
2. Vocabulary internalization
3. Illustrative sentence helps internalize the word
4. Practicing spelling
5. Practicing sentence-building
6. Increase vocabulary and sentence repertoire
7. Make me proud and gave me a sense of achievement
8. Studying vocabulary for a longer time than usual
9. Creative writing of illustrative sentences
10. Help in exams
11. Improve handwriting

It is clear that this list is consistent with the results of the closed-ended items. The first two items in this list are the same as the highest two closed-ended items. Participants added other valuable benefits of using student-created dictionaries, which indicates their high appreciation of the technique.

6.4.3. The third dimension of the questionnaire, difficulties that face students when using student-created dictionaries in vocabulary learning, consists of two closed-ended items and one open-ended item. Table (13) clarifies the frequencies of closed-ended items.

TABLE (13)  
FREQUENCIES OF THE DIFFICULTIES THAT FACE STUDENTS WHEN USING STUDENT-CREATED DICTIONARIES IN VOCABULARY LEARNING

Item	Strongly Agree	Agree	Disagree	Strongly disagree
6. Writing a sentence illustrating the meaning of each word was difficult.	15.9	31.8	31.8	20.5
7. Keeping the student-created dictionary was exhausting.	20.5	29.5	34.1	15.9

It is clear from the analysis of item 7 that 50% of the participants found it exhausting to keep a student-created dictionary. 47.7% of the participants declared that writing the illustrative sentence was difficult.

Item 9 was an open-ended item asking students to list all the perceived difficulties of building student-created dictionaries. Analysis of students' responses resulted in the following list ordered according to their frequency:

1. Writing a suitable illustrative sentence
2. Time consuming
3. Hard work as there are a lot of words to include
4. Difficulty of some vocabulary items
5. Translating idioms into Arabic
6. Needs training
7. Being lazy
8. Writing already known words.

It is clear that this list is consistent with the results of the closed-ended items. Participants added other difficulties of using student-created dictionaries.

The fourth dimension of the questionnaire, combining e-dictionaries with student-created dictionaries in vocabulary learning, is covered by one item. Table (14) clarifies the frequencies of this item.

TABLE (14)  
FREQUENCIES OF STUDENTS' PERCEPTIONS OF COMBINING ELECTRONIC DICTIONARIES WITH STUDENT-CREATED DICTIONARIES IN VOCABULARY LEARNING

Item	Strongly Agree	Agree	Disagree	Strongly disagree
8. Using electronic dictionaries combined with student-created dictionaries helped me a lot in learning new words.	61.4	29.5	9.1	0

Analysis of item (8) shows that 90.9% of the participants find combining e-dictionaries with student-created dictionaries beneficial. This means the majority are in favor of this combination.

Item 11 is an open-ended item that is not related to any specific dimension. Analysis of this item resulted in the following list of suggestions ordered according to their frequency:

1. It is better to be done in class
2. To be used with important words only not all new words
3. To be used in other courses especially reading and writing
4. To be checked more often
5. To be optional
6. Teacher makes illustrative sentence
7. No illustrative sentence.
8. Cooperative work to construct the dictionary
9. To use teacher definition instead of dictionary definition
10. Type it instead of handwriting
11. Students present the words every class
12. Write a definition before the illustrative sentence.

## VII. DISCUSSION

Based on the results presented, the use of e-dictionaries and student-created dictionaries improved participants' pronunciation of vocabulary. This could be because through e-dictionaries participants could listen to the new vocabulary items many times. The participants in the questionnaire measuring their perceptions of using e-dictionaries reported doing this. In addition, it could be because most participants repeated the word after the speaker of the e-dictionary. This repetition helped them master the pronunciation of the new vocabulary items.

Moreover, e-dictionaries combined with student-created dictionaries enhanced participants use of vocabulary. This supports results found by Fageeh, 2014; Nisbet and Austin, 2013; Wang, 2012 and Loucky, 2010 who found positive effects of using e-dictionaries on vocabulary usage. This also supports the results of Friedman, 2009 who found out that student-created dictionaries were effective in vocabulary enhancement. On the other hand, some previous studies do not support this as Chiu and Liu, 2013 who found out that printed dictionaries are more effective regarding vocabulary retention. In addition, Kobayashi, 2007 found out that there is no difference between printed and e-dictionaries. One more thing is that previous studies focused on one type of dictionaries while the present study provided evidence that the combination of both e-dictionaries and student-created dictionaries proved to be effective for enhancing both pronunciation and vocabulary usage.

Students' perceptions of using e-dictionaries in vocabulary learning are generally positive. The majority of the participants were willing to use e-dictionaries. This supports results found by Fageeh, 2014; Nisbet and Austin, 2013; Loucky, 2010 and Lenders, 2008. One of the top benefits of e-dictionaries as reported by participants is speed of getting the meaning of new words. This goes along with the results obtained by Chen, 2010 and Loucky, 2002. Another benefit that agrees with previous studies is consolidating words, which was mentioned by participants in the open-ended item as memorizing and revising vocabulary. This agrees with Dilenschneider, 2018. However, unlike previous studies, the present study found out that the majority of participants declared that getting the correct pronunciation quickly is one of the top benefits of using e-dictionaries. The present study found out some more advantages of e-dictionaries such as the ease of use and the availability of using e-dictionaries everywhere. Some of the difficulties found by the present study supports previous studies such as problems of collocations and idioms which agrees with the study of Niitemaa and Pietilä, 2018; and problems with accuracy of meaning obtained from e-dictionaries which agrees with the study of Dalton and Grisham, 2011. The present study pinpointed some difficulties that were not mentioned earlier such as the confusion caused by different meanings provided and the technical problems. One unexpected problem was reported by participants is the inaccurate pronunciation. This could be due to students' inability to judge the correct pronunciation or due to the poor quality of the sound of the application, which could result in students' mishearing of the pronunciation. As for students' suggestions related to the use of e-dictionaries, one suggestion that this study shares with the study of Bower and McMillan, 2007 is the need for training. One important suggestion, which came second in frequency, is related to the use of e-dictionaries in all courses. This indicates strong willingness to use e-dictionaries. A suggestion that brought a new idea that could be applied is the collaborative use of e-dictionaries instead of individualized use.

Students' perceptions of using student-created dictionaries in vocabulary learning are generally positive. Students were willing to use student-created dictionaries. Student reported many benefits for using student-created dictionaries. One of the benefits that the present study shares with the study of Fernando and Cooper, 2017 is enhancing creativity. The creativity is enhanced through the construction of illustrative sentences. Two new benefits of student-created dictionaries are long vocabulary retention and internalizing vocabulary through illustrative sentences. However, time consumption and difficulty of creating illustrative sentences were big problems for students. This could be due to two factors. First, students are not used to writing a lot and their level of writing is low. Second, the research observed that students' created sentences were not typical illustrative sentences. Many sentences were very simple and not expressive enough of the meaning of the word. As for students' suggestions for the use of student-created dictionaries, they emphasize students' willingness to use this technique as they suggest using it in other courses. It also highlights the difficulties found out above. The emphasis on collaboration again appears as students suggested that student-created dictionaries could be created collaboratively. This indicates that students prefer cooperative work to individual work.

The majority of the participants were in favor of combining e-dictionaries with student-created dictionaries. This agrees with the study of Poole, 2012 who found out that e-dictionaries alone are not enough and called for combining it with other tools to maximize its benefit. In his case, he combined it with corpus. However, from field observations during the experiment, the research found out that students focused on student-created dictionaries more than e-dictionaries. They focused on the meaning of the word more than its pronunciation. This may be due to their previous conceptions that the most important thing is the meaning of the word not its pronunciation.

It is clear that there is strong consistency between what students wrote in the open-ended items of the two questionnaires with their responses in the closed ended items in all dimensions. This adds to the reliability of the results of the questionnaires.

### VIII. CONCLUSION AND RECOMMENDATIONS

The study found out that the usage of electronic and student-created dictionaries improved students' pronunciation as well as their vocabulary usage abilities. Results also revealed that participants are willing to use both electronic and student-created dictionaries in vocabulary learning. The most frequent perceived benefits of electronic dictionaries are the speed of accessing the meaning of new vocabulary items and getting clear correct pronunciation of them. The most frequent perceived benefits of student-created dictionaries are long retention of new vocabulary and internalizing them through illustrative sentences. Participants face some challenges when using electronic dictionaries such as the inability to find accurate meaning of some vocabulary items and some technical problems related to internet access and lack of sufficient training. Participants face some problems with their student-created dictionaries such as difficulty in constructing illustrative sentences and time-consumption.

Theoretically, this study breached a research gap as it combined e-dictionaries with student-created dictionaries. This was not done by any previous study. In addition, the study focused on effects of e-dictionaries on pronunciation development, which was, also neglected by previous studies.

Practically, the study gives clear insight on the use of e-dictionaries and student-created dictionaries. This could help language learners and language instructors in different levels to develop the process of vocabulary learning. The study also gives recommendations to designers of e-dictionaries to enhance their products. The study could help curriculum designers to add e-dictionaries and student-created dictionaries as one of the suggested methods for teaching and learning vocabulary.

Based on the results, the study recommends the incorporation of e-dictionaries and student-created dictionaries in the EFL learning of vocabulary. The study also suggests that these two techniques should be used both in-class and out of class. The study recommends sufficient training to students and tutors before the use of both techniques. The study also, recommends that the two techniques should be used as cooperative activities not individual activities. The study recommends that e-dictionary designers raise the volume of pronunciation and try incorporating more idioms in the dictionaries. Further studies are needed to investigate the potentials of both techniques in different settings.

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# Students' Perceptions and Design Considerations of Flipped Interpreting Classroom

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**Abstract**—Digital technologies have become a driver of change that exerts tremendous impact across the disciplines, including education. The Flipped classroom model, carried out in a technology-enhanced environment, has been proven to bring educational innovations. However, in the Vietnamese educational context, the adoption of the flipped model in interpreting courses for undergraduate students has been hardly touched upon in the existing literature. This current study is, therefore, an attempt to examine English-major students' perceptions about this teaching model on Moodle Learning Management Platform and put forward some proposals in the design and implementation of the Flipped Interpreting course. The data were collected using both quantitative and qualitative methods, including a Likert-scale questionnaire and individual interviews. The results revealed that students had positive perceptions toward the adoption of Flipped model and Moodle platform. Analyzing the interconnection of three domains in CoI framework and the additional domain of Technology Use, the authors then offer further recommendations for effective implementation of the model in the EFL classroom context.

**Index Terms**—flipped classroom, moodle learning platform, perception, interpreting course, community of inquiry

## I. INTRODUCTION

The world has witnessed a host of emerging technological advances in the 21st century. Technology has indeed become a driver of change that exerts tremendous impact across the disciplines, including education. In fact, technology alone is far from enough. It should be well integrated with “intentional and targeted teaching approaches” to better respond to the needs of learners (Fisher, Frey & Hite, 2016). Moreover, technology can be proven to be transformative in education only when it is employed to have specific problems tackled and genuine innovation generated (Boxser, 2015). The Flipped classroom model, carried out in a technology-enhanced environment, has been evidenced to hold significant potentials for educational innovations which are supposed to be impossible in a traditional classroom.

In order to thrive in such an ever-changing technological landscape, the delivery of knowledge and skills is expected to go beyond the traditional academic teaching. Regarding the local educational setting, the traditional Interpretation Course is characterized by teachers' lectures covering all of the theoretical issues, which is followed by guided practice time. From the researchers' observations, this approach may pose a number of problems. Firstly, struggling students may not yet have sufficient time to digest such fundamental theories before engaging in hands-on activities. Secondly, this approach minimizes the class time for interactive activities. Thirdly, teachers are discouraged from spending more time with individual students, especially in such a big-size class of approximately 40 students. These big concerns have called for the teaching reform in the current Interpretation Course. Therefore, the flipped learning is considered to be a viable solution to the current issues by allowing more activity-based learning rather than information transfer during the face-to-face class meetings, thus pinning hopes on facilitating a more flexible, collaborative and active learning environment. This study aims to investigate third-year students' perceptions of a compulsory Flipped Interpretation course and put forward some implications and recommendations on the design and implementation of flipped courses in the years to come.

## II. LITERATURE REVIEW

### A. Definition of Flipped Classroom

Flipped classroom is viewed as a unique pedagogical approach, in which the roles of classroom activities and homework are reversed. This learning mode can be divided into three stages: pre-class preparation, in-class activities and post-class consolidation (Kong, 2014). For pre-class stage, students obtain new knowledge at home through online educational materials including instructional videos, podcasts, presentation slides, or other forms of pre-class assignments such as online quizzes, reading worksheets. Learners can be repeatedly exposed to learning resources; i.e., pausing, rewinding, replaying videos and slides as many times needed, which enables them to acquire a deeper

understanding of the materials. In-class activities are maximized for skills practice when teachers can provide feedback, correction and guidance. Newly - acquired knowledge can then be applied in a richer scope during the onsite session (Bishop & Verleger, 2013; Garrison & Vaughan, 2008; Hsieh et al., 2017; Tucker, 2012). During post-class stage, students have opportunities to consolidate their knowledge by reviewing the materials to improve their outcomes.

### *B. Benefits of Flipped Classroom*

A plethora of studies has showed substantial benefits of flipped classroom across various disciplines. This method has greatly enhanced students' motivation (Strayer, 2012), fostered personalized learning (Hung, 2015), advanced learning engagement and academic performance (Dill, 2012; Mc Laughlin et al., 2014), increased teacher-student and classroom interaction (Hung, 2015), and yielded better learning outcomes (Baepler, Walker, & Drissen, 2014; Moravec, Williams, Aguilar-Roca, & O'Dowd, 2010). Other studies have also indicated that flipped learning can promote students' active learning habits (Kim, Kim, Khera, & Getman, 2014) and develop student-centered learning environments in which students engage actively by making speeches, self-evaluations, collaborate interactively in forms of group discussions and peer evaluations and consequently develop high-order thinking skills such as applying, analysing, creating and evaluating under teacher's guidance and peer support. Additionally, students can apply self-regulated learning for material revision and critical thinking in post-class consolidation (Shea et al., 2012; Zappe et al., 2009).

### *C. Theoretical Framework of Flipped Classroom*

Flipped learning consists of two essential components: the involvement of interactive learning activities and the use of computer technologies (Bishop & Verleger, 2013). Regarding the former component, this research deploys the Community of Inquiry (CoI), which was originally developed by Garrison, Anderson & Archer (2000) as its analytic framework since blended instructional models, including flipped learning are grounded on social constructivist education principles (Akyol, Garrison, & Ozden, 2009; Shea & Bidjerano, 2013). CoI is defined as "a group of individuals involved in a collaborative process of empirical or conceptual inquiries to construct personal meaning and mutual understanding" (Kim, 2017, p.39). This framework postulates three essential elements – teaching, social and cognitive presence – which are considered as "crucial prerequisites for a successful higher educational experience" (Garrison et al., 2000, p.87). Teaching presence (TP) relates to the orchestration of instructional management, building understanding and direct instruction. Social presence (SP) is perceived as students' ability to integrate in the community; i.e. the course of study, collaborate and communicate purposefully in a friendly environment and enhance inter-personal relationships. SP has three underpinning factors – emotional expression, open communication and group cohesion. Cognitive presence (CP) refers to students' capacities to construct and confirm knowledge through connections, collaboration and reflection.

With respect to Technology use (TU) in this study, two broad principles need to be considered (i) ease of use (ii) availability. Specifically, technology should not pose any obstacles to students since the major focus is on promoting their learning experience, not on their skills in using technology. Furthermore, technology should be readily available at the research site such as Moodle E-learning platform in this study since it is unfeasible to purchase or equip new technology for this single course. More importantly, efforts should be made to ensure "regular and systematic use of interactive technology", which makes flipped learning unique and effective (Strayer, 2012, p.172).

### *D. Previous Studies into Flipped Learning*

Previously, there have been a substantial number of studies into the application of flipped teaching across various disciplines at universities, namely a biology course (Marrs & Novak, 2004), a statistics course (Strayer, 2012), a Microsoft Excel course (Davies, Dean, & Ball, 2013), a course in Actuarial Techniques (Butt, 2014), Pharmacotherapy course (Koo et al., 2016) and marketing research course (Hsieh, Wu, & Marek, 2017). These researches have generally demonstrated educational values of flipped teaching in improving class preparation, classroom interactivity and academic performance. Nevertheless, research reports in flipped EFL classrooms in higher education settings are not abundant in the literature (Hung, 2015, Webb & Doman, 2016).

The pioneering research in adopting flipped classroom in EFL context was conducted by Hung (2015), using WebQuest active learning strategy. The findings mirrored most of the previous studies in relation to the effectiveness of flipped classroom in enhancing learners' involvement and participation and promoting outcomes. A notable recent research in flipped learning is the use of LINE smartphone application in teaching English idioms (Hsieh et al., 2017) in comparison with conventional teaching. The results showed flipped instruction with an extensive online interaction motivated learner's participation and enhanced their knowledge. Students in flipped classroom outperformed those in traditional one and were more competent in using learned idioms in communicative interaction activities. Another worth mentioning research is Kim's (2017) about flipped Interpreting classes for postgraduate students. Grounded on CoI framework, this study aimed at exploring students' perceptions and learning experiences in flipped classrooms versus traditional ones. The results echoed findings in previous studies in the sense that flipped learning enhanced students' involvement and collaboration during onsite sessions, improved their performance and noticeably, developed higher-order thinking skills.

Within Vietnamese context, a modest number of studies have been conducted to explore the effectiveness of flipped

learning such as flipped classroom on Facebook platform for teaching English general (Tran, 2016) and discuss the potential benefits of this learning mode (Bui, 2016; Nguyen, 2014; ; Tran, 2016). A recent research was undertaken by Nguyen, Tan, & Lee (2018) in the same context with this study; i.e. University of Foreign Language Studies, the University of Danang, Vietnam, to examine students' perceptions of obstacles in implementing flipped learning for teaching grammar with the use of qualitative method. However, very few empirical studies into flipped learning in Interpreting courses for undergraduate levels have been found in the existing literature. Hence, this study is designed to explore students' perceptions in flipped Interpreting course and subsequently to make suggestions on pedagogical design. It is hoped that the research outcome would make meaningful contributions to the growing line of flipped teaching and to its successful implementation in Vietnamese EFL teaching and learning context. To address these goals and purposes, this study employed a mixed-method research design with the following guiding questions:

1. How did the students perceive learning experiences in the Flipped Interpreting course?
2. What could be considered in designing and implementing the Flipped Interpreting Course on Moodle Learning Platform?

### III. METHODOLOGY

#### A. Participants

The participants were 37 undergraduate English-majored students, including 5 male and 32 female students aged between 20 and 22 at University of Foreign Language Studies, the University of Danang, Vietnam (see Table 1). They were enrolled in a 10-week Flipped Interpretation course taught by the first author during the first semester of 2018 academic year. All participants were in their third year, which indicated that they had met the mandatory university requirements to achieve an overall English Language Level of B2 on the CEFR-based rating scale (Common European Framework of Reference for Languages). With regard to the previous technology-mediated courses, the minority of participants surveyed (10.8%) had taken course(s) on Moodle Learning Management Platform, while 21.6% had prior experiences with the flipped classroom model.

TABLE I.  
THE DEMOGRAPHICS OF THE PARTICIPANTS

		Total	%
Total	Responded	37	100
Gender	Female	32	86.5
	Male	5	13.5
Age	20	32	86.5
	21	4	10.8
	22	1	2.7
Enrolled in courses on Moodle Learning Platform before	Yes	4	10.8
	No	33	89.2
Enrolled in Flipped courses before	Yes	8	21.6
	No	29	78.4

#### B. Instructional Design

At the beginning of the course, a face-to-face briefing session about online learning platform and course requirements was organized to guarantee that students would have a smooth and easy access to all resources on the platform as well as comprehend all course components and assessment tasks. The researchers chose to adopt Moodle as a Learning Management System (LMS) in the study. From a pedagogical point of view, Moodle offers a less sophisticated and well-structured environment than other commercial LMS due to its availability, versatility and user-friendliness in an active and interactive learning process (Goyal & Tambe, 2015; Kotzer & Elran, 2012; Lopes, 2011). Also, in this session, students were randomly divided into smaller groups of four or five for groupwork activities during the course.

In order to facilitate more productive class time, prior to every in-class session, students were requested to use their accounts to log into Moodle to read the assigned chapters, watch the videotaped lectures and PowerPoints with voice-over made by the first author. The online lectures were supplemented with Youtube, TED-Ed videos and other online sources. After watching the video lectures, students then had to engage in the online discussion forum with topic-based discussion prompts, and do short online quizzes. Besides, with an aim of nurturing a positively shared learning culture, a Share2Care corner, which is an optional free-writing activity, was included in the platform so that students felt free to share their reflections about weekly lessons, post any immediate academic or technical queries or problems that they might encounter and receive timely responses and feedback from peers and the instructor.

During the in-class sessions, students were given greater opportunities to engage in a host of student-centered activities. To make sure students were able to understand the content of the pre-recorded video lectures, students in two randomly selected groups were required to do a 15-minute peer teaching at the start of each class. Peer teaching has proven to grow in popularity in educational contexts as it helps students to develop a deeper understanding of the subject matter in a 'purpose-driven and meaningful interaction' (Bradford-watts, 2011). As a follow-up to Peer teaching, Q&A activity aims to further address any issues in the videos and online Discussion Forum that students might find

confusing or ambiguous. The majority of the class time was dedicated to more authentic and interactive learning where students applied what they had watched in the video lectures in communicative interpreting tasks. Group-based presentations and interpreting practice were carried out in the form of role-plays, which allowed students to expose themselves to real-life scenario improvisation. These different scenarios given by the instructor varied according to the weekly interpreting themes such as tourism, environment, health, education, to name but a few. Students then received instructor and peer feedback and comments on their groupwork activities.

After face-to-face class meetings, students participate in online interpreting practice on Moodle on an individual basis. Authentic open content in the form of recordings and videos were prepared and uploaded on the LMS by the instructor. Furthermore, students were asked to develop a vocabulary resource by creating theme-based glossary entries on Moodle Glossary tool.

#### IV. DATA ANALYSIS

Both quantitative and qualitative methods are employed to gain in-depth information about students' perceptions of the flipped course. A survey questionnaire and individual interviews were conducted to collect data in this study. The entire procedure of instructional design and data collection is briefly summarized in Fig. 1.

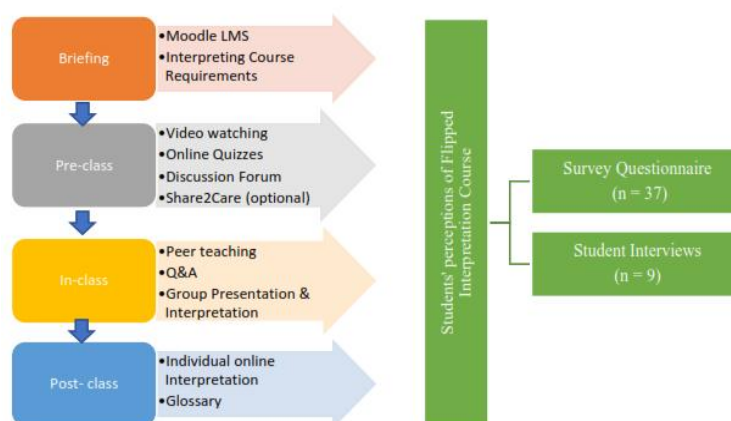


Figure 1: The procedure of the study

##### A. Quantitative Data

All 37 participants responded to a 31-item survey questionnaire consisting of four sub-domains. The first three domains including Teaching Presence (8 items), Social Presence (6 items), and Cognitive Presence (11 items), were adapted from CoI Instrument by Arbaugh et al. (2008). The last domain, Technology Use (6 items), was added to examine the ease of use and comfort of students when using technologies in the flipped model. The items were designed on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

##### B. Qualitative Data

As a follow-up to the questionnaire, nine students were invited for an interview in English, which lasted approximately 15 minutes each. The qualitative data were analyzed in order to document the students' experiences about the flipped classroom model in greater depth, as well as propose some implications and suggestions for future design and implementation of the flipped model in Interpretation course.

#### V. FINDINGS

##### A. Research Question 1: How Did the Students Perceive Learning Experiences in the Flipped Interpreting Course?

A questionnaire was employed to measure students' overall perceptions in Flipped Interpreting course, which consisted of 31 items. The scale had a high level of internal consistency, as determined by a Cronbach's alpha of 0.913. The coefficient reliability for each domain was further verified in Table 2.

TABLE II.  
RELIABILITY OF SURVEY

Domain	Cronbach's Alpha ( $\alpha$ )	N of Items
TP	.766	8
SP	.695	6
CP	.830	11
TU	.845	6

The results also showed a high mean score ( $M = 4.18$ ) for students' overall perceptions of Flipped learning experience as stated in Table 3. This reveals generally positive learning experiences using Flipped instruction in Interpreting Course.

TABLE III.  
DESCRIPTIVE STATISTICS OF STUDENTS' PERCEPTIONS OF FLIPPED CLASSROOM APPROACH

	<i>N</i>	Mean	SD	Min	Max
Total	37	4.18	.40	3.03	4.77
Valid N (listwise)	37				

The questionnaire additionally focused on evaluating students' learning experiences in four specific domains, including Teaching Presence, Social Presence, Cognitive Presence and Technology Use. As the results shown in Table 4, participants' responses to all four domains fell into the upper intermediate category.

TABLE IV.  
DESCRIPTIVE STATISTICS OF STUDENTS' PERCEPTIONS OF DOMAINS

Domain	<i>N</i>	Mean	SD	Min	Max	<i>N</i> of Items
TP	37	4.37	.43	3.00	4.88	8
SP	37	3.95	.52	2.67	4.67	6
CP	37	4.13	.47	3.00	4.82	11
TU	37	4.27	.53	3.00	5.00	6

Among four domains, Teaching Presence topped the rank ( $M = 4.37$ ), indicating that students were highly satisfied with the way the teacher designed, monitored and facilitated the course. Specifically, Item 2 (*The instructor provided clear instructions on how to participate in course learning activities*) and Item 3 (*The instructor clearly communicated important due dates/time frames for the learning activities*) had the highest mean scores among all 31 items with  $M = 4.65$  and  $M = 4.59$  respectively.

The second domain that also yielded productive results was Technology Use ( $M = 4.27$ ). Participants' responses revealed a few difficulties in navigating around, interacting with the teacher and their peers and completing the assignments on Moodle Learning Management System. Particularly, most students shared positive ideas about the easy and convenient access to video lectures and out-of-class materials on Moodle (Item 28, *The layout of course content on Moodle site was very clear and user-friendly*, with  $M = 4.38$ ).

Students also had a favourable perception towards Cognitive Presence ( $M = 4.13$ ), noting their ability to gain practical and relevant knowledge in the flipped course and to apply the newly acquired knowledge into performing content-related activities and real-life related tasks in both online and onsite environments. It is notable that Item 26 (*I devoted more time and effort to learning activities in Flipped Classroom than Traditional Classroom*) had the lowest mean score ( $M = 3.84$ ) among 11 items in this domain.

With respect to Social Presence, flipped instruction greatly enhanced learners' engagement and interaction by providing a supportive and friendly setting in which students communicated purposefully ( $M = 3.95$ ). Nevertheless, several students raised their concern about the effectiveness of online interactive activities in promoting a sense of trust and collaboration. Item 11 (*I felt comfortable disagreeing with other course participants while still maintaining a sense of trust*) and Item 12 (*I felt that my point of view was acknowledged by other course participants*) had the lowest mean scores among 31 items with  $M = 3.38$  and  $M = 3.70$  respectively. One student even responded "Strongly Disagree" for these two items.

A semi-structured interview was then conducted to explore students' overall perceptions of flipped classroom approach in greater depth. The data were analyzed for recurring themes, revealing three closely related spheres: (1) motivation, engagement and interaction (2) self-centered learning (3) their perceptions of outcomes.

The most emerging dimension from interviewees' comments was the development of motivation, engagement and interaction. They asserted that flipped instruction on Moodle Learning Management System helped to stimulate their learning interest and led to more participation. One student said, "I had a chance to try an exciting way of learning and I found it pleasing to go to this class. I no longer suffered from complicated theories and count every minute for the break". Another student shared a similar thought, noting, "I haven't tried anything like Moodle before, I find it very fascinating and it gives me inspiration to learn Interpreting Course more effectively". Students also mentioned being more active in class since they needed to do research and explore about the topics before class time and avoiding being a passive knowledge recipient. One student commented, "Being a centered learner makes me more interested in lessons than a normal listener in the traditional class". Most students were particularly impressed with Online Interpretation and Online Discussion sections since these activities on Moodle fostered and enhanced their interaction with the teacher and their peers. One student revealed, "I like Online Interpretation best because of its usefulness. I can freely express my interpretation ability and have opportunities to refer to other students' views". One other student made similar comments about Online Discussion section like "I enjoyed participating in Online Discussion because I could express my opinion without hesitation. I received a lot of feedback from classmates who also participated in Online Discussion, especially the feedback to overcome my weaknesses in doing interpretation". Other students also showed high



appreciation of Share2Care section where they can share the difficulties in studying and can receive useful feedback from the teacher and advice from their classmates. “This section is a good communication tool between teacher and students and it helps me to go through difficulties I encounter”, one student remarked.

The second theme in student analysis was that flipped Interpreting course in this study was a novel and useful way to promote learners’ self-centered learning. Most students reported that they could watch lecture videos as many times as they wished for pre-class preparation and could have direct and constant access to lessons’ contents and materials. One student said, “I can watch the videos many times and thoroughly understand to prepare the lessons well before coming to class”. Another had a similar thought, commenting, “I am able to learn all the theories every time and everywhere I want”. Participants additionally stressed greater opportunities they had for interpreting practice during on-site session compared with that in conventional classroom. “I have more time to practice with teacher and do teamwork exercises in class which I find very useful”, noted one student. One student emphasized the greater level of autonomous learning that he/she had when learning on Moodle and said, “Learning on Moodle is a modern method that helps me more creative and promote my self-study”.

Finally, respondents also analysed their experiences in this study in terms of their perceptions of outcomes. Most students witnessed an improvement not only in their interpreting but also listening skills throughout the course. Moreover, they absorbed more useful and relevant knowledge, not only the one in textbooks and actively expressed their viewpoints. One student concluded, “I explore topics in greater depth and this course created meaningful learning opportunities and I can understand lessons clearly and thoroughly”.

#### B. Research Question 2: What Could Be Considered in Designing and Implementing the Flipped Interpreting Course on Moodle Learning Platform?

The associations among the four domains including TP, SP, CP and TU were investigated using Pearson product-moment correlation coefficient (see Table 5). Preliminary analyses were performed to ensure no violation of assumptions of normal distribution and linearity.

TABLE V.  
CORRELATIONS AMONG THE FOUR DOMAINS

	1	2	3	4
1. TP	-	.462**	.568**	.401*
2. SP	-	--	.754**	.596**
3. CP			--	.561**
4. TU				--

NOTE. \*.  $p < 0.05$ . \*\*.  $p < 0.01$

The figures in Table 5 show significant, positive correlation values, ranging from 0.401 to 0.754. On the basis of the guidelines on the strength of relationships suggested by Cohen (1988), a strong correlation was identified in the relationships of SP-CP, TP-CP, TU-CP with  $r = 0.754$ ,  $0.568$ , and  $0.561$  respectively. Meanwhile the analysis showed medium correlation values of TP-SP ( $r = 0.462$ ,  $p < 0.01$ ) and TP-TU ( $r = 0.401$ ,  $p < 0.05$ ).

The correlations among the four key variables are represented in Fig. 2 with strong correlation values of over 0.5 in solid lines, and medium correlation values of 0.4 in dashed lines. Noticeably, CP, being at the center of the relationship, were found to strongly correlate with all other domains. This indicates that students tend to reap substantial benefits in learning and constructing deep and meaningful knowledge when this process is implemented in a dynamic interconnection with other domains.

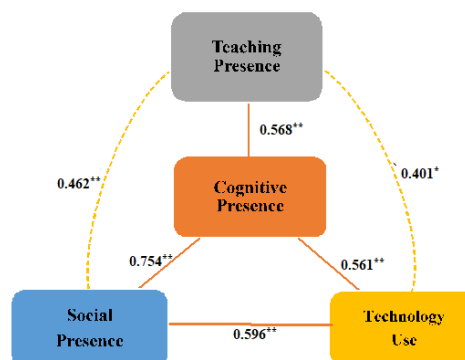


Figure 2: The correlation values among the domains

The highest correlation value was found in SP-CP ( $r = 0.754$ ,  $p < 0.01$ ). Student perceived that a purposeful and collaborative learning environment has a significant influence on their deep learning experiences. This is confirmed by the students’ responses in the interview. One student responded, “I made the most of online interpreting activities, where I could take notes of the ideas and good interpreting versions that my classmates shared to minimize my weaknesses and improve my own interpreting work”. Other students explained, “I could interact more with my friends

to improve my interpretation skills', 'I loved to prepare lessons and home tasks in advance so that I could share what I've learnt to other students'. Besides, Discussion Forum activity, which profoundly facilitates social presence, was highly favoured by students in stimulating them to express ideas about the given topics, post comments and receive a lot of peer feedback to consolidate their knowledge and skills in interpretation.

Furthermore, there was a significant, strong correlation between SP and TU ( $r = 0.596, p < 0.01$ ). The responses from the interview demonstrated a high consensus among students about the adoption of Moodle learning platform in promoting collaborative learning. All respondents agreed that Moodle turned out to be a helpful interaction and communication tool for students and should be adopted in future courses. Besides, Fig. 2 indicates a strong correlation between TP-CP, TU-CP with  $r = 0.568$  and  $0.561$  respectively. Undeniably, continuous teacher guidance and technology support directly foster students' engagement, active learning and autonomy in realizing ultimate learning outcomes.

Interestingly, with lower values of  $0.462$  and  $0.401$ , there were medium correlations in TP-SP and TP-TU. Although quantitative data from the questionnaire show a high mean score of TP, SP, and TU,  $M = 4.37, 3.95,$  and  $4.27$  respectively (see Table 4), students' comments in the interview revealed that they sometimes had difficulties when studying on Moodle platform. One student commented, 'I found a bit confusing to explore Moodle, although the activities and content are well-organized. Some tools and their functions on Moodle are not clear enough for students to make the most of them'. Time management is another problem for students when using Moodle. Two other students added, 'I could not manage the time when using Moodle', 'It is hard for me to meet the deadlines. I could not remember the due date of the assignments'. This implies that teachers should take due considerations of careful design and detailed instruction in making sure students can fully engage themselves in an effective collaborative community and trouble-free use of technology in a flipped course.

## VI. DISCUSSIONS

### A. Students' Overall Perceptions in Flipped Interpreting Course

The primary finding of this study was students' high appreciation of flipped instructional design in the Interpreting course. They showed positive perceptions of every examined domain, namely Teaching Presence, Social Presence, Cognitive Presence and Technology Use, thus validating the benefits of flipped instruction in language learning in general and in Interpreting courses in particular. This research outcome aligns with previous studies that have also shown positive results in students' attitudes as well as their academic performance in flipped classrooms (Hsieh et al., 2017; Kim, 2017; Quyen, 2017).

Teaching Presence had the highest level of satisfaction among participants. Regarding aspect of instructional management, students were highly appreciative of the way the teacher designed, implemented and monitored the course. They were particularly satisfied with the teacher's clear instructions and communication in relation to due dates and time frames of the course. In terms of building understanding, most students realized that the teacher spent a great deal of time and effort in keeping students engaged via a variety of both in-class and out-of-class activities. In view of direct instruction, most participants appreciated the teacher's new roles in flipped classroom as a moderator and facilitator, rather than a lecturer. The teacher provided necessary guidance, explanations and timely feedback. Some students revealed in the interview that they significantly benefited from teacher's feedback and comments and this practice helped to maximize student-centered learning and stimulate learners' motivation. This is consistent with the study by Sarawagi (2014) in that instructors in flipped classroom serving as a guide would allow students to improve engagement and learn actively.

Although Social Presence did not receive as high satisfaction as the other domains, students generally had positive perceptions towards this category. Most students affirmed the benefits of flipped model in promoting positive emotions, including enjoyment and an increase of motivation as stated in the interview. This course also helped to improve their interaction with the teacher and their peers as well as develop their sense of collaboration. Particularly, they found interactive sections, namely Online Interpretation, Online Discussion and Share2care section fascinating and beneficial. This outcome is incompatible with Li, Zhang, Bonk & Guol (2015) and Quyen (2017), which revealed students' dissatisfaction with interaction in flipped classroom. This is also in contradiction to Kim's (2017) in that students claimed that online discussions in flipped classroom did not improve their sense of collaboration. Nevertheless, some students felt that they were not comfortable disagreeing with other course participants when still maintaining a sense of trust and their viewpoints were not appropriately acknowledged. This was related to mutual awareness and recognition as stated by Garrison et al (2000). Students' relationships in online environment were sustained through their reply to post messages, their comments or their explicit referring to others' posts. Furthermore, explicit appreciation, complimenting, encouragement are necessary for online students to feel recognized. From observation, these components were missing in the online interaction in this study. The plausible reasons are students had to fulfil the requirements of many different courses in a semester, which might have led to their lack of engagement in the online sessions. Additionally, the teacher could not closely monitor online interaction of students since she had to prepare videos and instructional materials and condense course content to prepare students for the end-of-semester examination.

In view of Cognitive Presence, students claimed that they could explore and understand new useful theoretical concepts in Interpretation via watching videos and lectures for pre-class preparation. They also had opportunities to



reflect on the acquired knowledge through peer-teaching and other onsite practice activities. Moreover, they could apply acquired knowledge into resolving relevant and practical issues in class and in real life. This is harmonious with Kim's (2017) in that flipped instruction helped to develop practical solutions and application skills for students. Of notable interest in this study is that students appreciated the time and effort they spent in pre-class preparation and practice in this flipped Interpreting course and did not agree that they had to spend too much time and effort on learning activities compared with traditional classroom. This is different from the situation in Hsieh et al (2017) in which students complained that they had a greater workload and time commitments in flipped classroom. The convincing reason could be that learners in this research were aware that the time in flipped learning was of higher quality than that in conventional instructional classes (Rahman & Mohamed, 2014) since they could develop their learning autonomy via student-centered learning activities, which consequently led to their sense of achievement and their development in Interpreting skills as supported by interview data. In other words, the benefits were perceived to lie in fruitful quality of time the students gained, rather than the large quantity of time they must devote.

Finally, participants had positive perceptions towards the use of Moodle Learning Management System in this Flipped Interpreting course. Most of them agreed that Moodle was user-friendly and provided a stimulating and effective learning environment, which enhanced interaction and collaboration. Nevertheless, minor improvements should be made about the sound quality of videos uploaded onto Moodle in this study.

### *B. Considerations in Designing and Implementing the Flipped Interpreting Course on Moodle Learning Platform*

Flipped classroom model brings about both affordances and challenges for students, thereby requiring proper considerations in the design and implementation of the course. This section discusses the dynamic interconnection of four domains (TP, CP, SP and TU) and puts forward some proposals for running an effective flipped course.

#### *Build up a collaborative community of learners to enhance cognitive development*

It is not surprising that the correlation between SP and CP reached a positive high value in this study. In fact, students' perceptions showed that establishing a purposeful and collaborative environment is a key element that fosters their cognitive development and critical thinking. An opportunity to negotiate meaning, concepts and tasks with other learners socially and emotionally allows students to engage themselves in deep learning via a process of questioning, reasoning, connecting, deliberating, challenging, and developing problem-solving techniques (Lipman, 1991). This finding agrees with Garrison et al (2000) who contended that a high level of socio-emotional interaction is accompanied with a high degree of cognitive development in attaining educational outcomes. The evidence supporting the strong interconnection between these two domains is growing in the body of research (Ramsden, 1988; Resnick, 1991; Molinari, 2004; Beuchot & Bullen, 2005; Celani, & Collins, 2005). Therefore, it is necessary for teachers to develop a greater sense of interactive community with well -designed tasks for students. Some prevailing on-site activities include teamwork tasks that urge students to support each other or assessment activities that focuses on the ability to evaluate peers' performance. Regarding online activities specifically on Moodle Learning Platform, teachers can make the most of such available tools as *Forum* (for asynchronous discussion), *Workshop* (for online peer evaluation and feedback), and *Chat* (for a real-time synchronous discussion).

#### *Integrate easy and friendly use of Technology in the learning process*

In this digital age, the delivery of information should not be confined in the traditional approaches. Students, therefore, need tant access to the readily-available technological tools to personalize their learning and accommodate their learning needs. The findings in this study demonstrate students' high appreciations of Moodle Learning Management Platform in providing them an effective tool that entailed high interaction and interpreting skill improvement. In fact, the use of technology has been proven in the academic literature to be beneficial in enhancing social and cognitive elements (McGrath et al, 2017; Alavi et al, 2002; Murphy, DePasquale, & McNamara, 2003). Accordingly, it is essential for students in the flipped classrooms to be exposed to technologies to make the most of their learning experiences. However, considerations in terms of student digital literacy skills, the availability of technological tools, flexibility in time, pace of learning, and delivery modes (computer or mobile access) should be all taken into account so that technology should become an aid, not a barrier to the learning process.

#### *Provide constant feedback and sufficient scaffolding for students*

It is noteworthy in this study that the relationships among TP-TU and TP-SP was found to have the lowest correlation values compared to other correlations (see Table 5). Despite an overall positive perceptions of students toward the use of technologies during the course, several of them encountered some problems in terms of time management and Moodle-based tool navigation, apart from the sound quality of video lectures as revealed in the interview. This can be due to the fact that only a minority of students had previous experiences with Moodle (see Table 1). First exposure to a new learning platform might confuse students and hinder them from fully exploiting the tools to complete the assigned tasks. This finding is in coherence with studies by McGrath et al., (2017), Goossens, Jefferies, & Bullen (2008), and Kennedy et al (2010). Consequently, the researchers concluded that instructors in the flipped classes should not only consider careful design on online learning platform but also provide detailed guidance and instruction on how to access the technologies at ease. Teachers also need to be present to provide timely scaffolding, both online and onsite, to guarantee the students are free from technological troubles.

Besides, with regard to the CoI framework, growing studies in the field have shown that students' perceptions of teaching presence strongly influence those of social presence and cognitive presence (Garrison et al., 2000; Shea, Li,

Swan, & Pickett, 2005; Akyol & Garrison, 2008; Garrison et al, 2010). What these studies revealed is that teaching presence becomes a determinant of students' deep learning and a sense of community. As a result, a well-designed course and sufficient direction and support from the teachers are necessary to enable an effective flipped course. This was confirmed by Garrison et al. (2000) who pointed out two main functions of teaching presence. The first function refers to "the design of educational experience which includes the selection, organization, and primary presentation of course content, as well as the design and development of learning activities and assessment" (p.90). The second function is defined by "facilitation", which is a responsibility of the teacher to sustain a collaborative community of learners to share meanings and understanding.

## VII. CONCLUSION

The results of the study revealed that flipped instruction in the Interpreting course generated positive perceptions among students. Particularly, students were highly satisfied with the teacher's emerging role as a moderator and facilitator. Learners had more opportunities to develop self-centered learning, engage actively and collaborate effectively in a community of learning. Importantly, they perceived their abilities to critically apply knowledge into their real-life tasks, which ultimately helped them to achieve more satisfying outcomes. The study also proved the beneficial affordances of Moodle as an effective platform for running flipped courses.

The study additionally offers some recommendations for practice.

(1) A strong correlation between SP and CP should be maintained to enhance learners' cognitive development through collaborative learning activities and well-orchestrated tasks.

(2) When using flipped instruction, teacher's presence is vital to provide useful scaffolding and to intervene when necessary to help students flourish in the learning community.

(3) Students need to be properly trained regarding the use of instructional technology so that they could get themselves well acquainted with these tools. This would enhance their learning experiences and yield beneficial outcomes. Continuous technological support is also important; however; this might require more time and commitment from the teacher or instructor.

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# The Effects of 'Reciprocal Teaching of Reading' and 'Cooperative Integrated Reading and Composition' on the Reading Comprehension of Iranian EFL Intermediate Students

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**Abstract**—The present study investigated the effects of Reciprocal Teaching of Reading (RTR) and Cooperative Integrated Reading and Composition (CIRC) on the reading comprehension of Iranian EFL intermediate students. After administering the Preliminary English Test (PET) to a total population of 53, this researcher selected an almost homogeneous group of 42 Iranian intermediate students and randomly assigned them to two groups of CIRC and RTR techniques – 21 students per group. Based on their scores, both classes were divided into 7 almost heterogeneous teams - three members each. Both groups received the same instruction for five weeks and the course lasted for 15 sessions of 90 minutes. Whereas the RTR group experienced their reading course via RTR, which emphasizes explicit teaching of reading strategies, the other group experienced their reading course through CIRC. Upon the end of the treatment, a PET was administered to both groups as post-test. The scores of the post-test were compared with those of the on pre-test. Results showed that RTR had a more significant effect on the improvement of reading comprehension of the participants. The factors that led to the results of the study and the pedagogical implications for EFL teachers, syllabus designers and materials developers are discussed. In addition, she suggests recommendations for further research.

**Index Terms**—reciprocal teaching of reading, cooperative integrated reading and composition, reading comprehension, intermediate EFL learners

## I. INTRODUCTION

There is no doubt today in the idea that reading is one of the most important skills for educational and professional success. Due to the fact that English is the main medium of communication of information and science throughout the world, the reading skill “in English has received priority among other objectives of English language teaching” (Salari & Hosseini, 2019, p. 489). That is the reason that Farhadi (1998) believes that improving reading skills is a top priority in many countries. Despite the fact that the main goal of English Language Teaching, in Iran, is improving reading ability of students, ELT has not been a success in our country hitherto (Hosseini, 2012). It is in such a context that the focus of language teachers is shifting towards Constructivists' methods and approaches to language teaching.

Concurrent with the popularity of Constructivists' methods and approaches to teaching among teachers, the research results have also shown that particularly Cooperative Learning (CL) techniques enhance language learning more than the individualized or competitive methods. CL “is the instructional use of small groups so students work together small groups so students work together to maximize their own and each other's learning” (Johnson, Johnson, & Smith, 1998, p. 2). There are, however, different ways of group work or CL that can be applied by classroom teachers. This means that, CL learning is a general term that refers to a number of instructional techniques that focus on group work. RTR and CIRC are among the most popular techniques of CL. Learners engage in interaction in small groups to cooperate with each other, which helps them “achieve individual and common goals” (Gurk & Mall-Amiri, 2016, p. 40). The outcomes of this cooperation will eventually lead to individual and group interests for achieving goals.

Cooperative learning enjoys support and gets credit from some theories of language learning. Davis (1999) states that the role of community is a pivotal one “in the process of making meaning” (p.5). According to him, CL provides the opportunity for learners to experience interacting with others who are at different levels of mastery to which they are, and peers provide scaffold for the learning of one another and so contribute to their Zone of Proximal Development (ZPD).

As researchers like Momtaz and Garner (2010) argue, despite a considerable body of studies carried out in the West

on how effective cooperative learning can be, there is not enough research in how much they can be effective in non-Western contexts. This fact is also true about EFL settings in countries like Iran. It is in such a context that the researchers selected RTR to be compared with CIRC. This study focused on teaching reading comprehension through these techniques to find out which of them would have a more significant effect on the EFL intermediate learners' reading comprehension. The researchers selected these techniques because she is convinced that the selected techniques are more effective than the others in the realm of CL for improving reading abilities of students.

Therefore, the following question was posed to further guide the study towards finding an answer:

Q: Is there any significant difference between the effects of RTR and CIRC on the intermediate EFL learners' reading performance?

#### A. Reciprocal Teaching of Reading

Originally Palinscar and Brown (1985) at the University of Illinois at Urbana-Champaign coordinated their efforts to launch RTR as a special program to suit poor readers who had not profited from traditional reading instructional methods in early levels of education. One major characteristic of this technique of CL refers to the emphasis it lays on *strategy training* in reading courses, in environments which appreciate the significance of social scaffolding in learning activities. For the purpose of joint understanding of a text, participants, in their heterogeneous groups, are mostly practiced in four specific reading comprehension strategies namely predicting, summarizing, questioning, and clarifying.

The significance of *predicting*, especially in reading classes, is believed to lie in its contribution to intensifying students' focus on what they are reading, in order to see whether their predictions come true. This strategy engages students in learning because they have to concentrate on the content in order to evaluate their predictions. *Summarizing* is likewise assumed to encourage class participants to integrate what they have learnt. In other words, in order to summarize or reproduce the text, students have to implement their lexicon and syntax which they have acquired through listening, reading, and speaking. The philosophy behind the emphasis on *generating questions* is that learning to generate questions in lieu of only responding to teacher's questions challenges deeper levels of students' cognition. And finally, the belief is that *clarifying* promotes comprehension monitoring of interlocutors, which, in turn, increases their meta-cognition abilities.

#### B. Cooperative Integrated Reading and Composition

Slavin (1995) has developed CIRC which is a comprehensive program for teaching reading and writing, and language arts. This technique of CL focuses on *simultaneous development of reading and writing* skills of participants because it considers them as two inseparable skills. Lesson elements, in this method, incorporate:

1. Introducing the topic and the theme of the text;
2. Introducing the meaning of new words;
3. Reading silently and reading to a partner;
4. Analyzing the text's linguistic features;
5. Summarizing the text, and
6. Practicing word recognition and spelling to the point of mastery.

The focal focus of CIRC is to motivate students through specially structured group work "to improve the skills in comprehending the texts for improving reading and writing skills" (Hadiwinarto & Novianti, 2015, p. 118). Slavin (2011) suggests the following steps in implementing CIRC technique:

"(1) form groups of four heterogeneous students; (2) teachers give texts related to the learning topic; (3) students cooperate with each other to read and find main idea and give feedbacks to the texts and write them on paper; (4) explain/read the group result; (5) teachers and students make a conclusion together; (6) closing" (As cited in Hadiwinarto & Novianti, 2015, p. 18).

## II. REVIEW OF LITERATURE

Some studies have been carried out in the field of reading comprehension and reading strategies, as well as CIRC and RTR techniques. This section will discuss the latest research done in the area to further pave the way for this study.

One of these studies is that of Calderón, Hertz-Lazarowitz, and Slavin (1998) who evaluated the effects of bilingual CIRC on reading, writing and language achievements of Spanish and English in a Spanish bilingual program. They did a comparison of the learners' test scores and found that on in the Spanish test, "second-graders scored significantly better than comparison students in writing and marginally better ( $p < .06$ ) in reading" (p. 153). They also found that regarding English test, third-grade participants outperformed the other group in reading comprehension. They then argue that third-graders who were in CIRC scored much better than control students on both scales.

Another study that studied the same area of research is that of Gupta and Ahuja (2014) who studied the impact of CIRC on the English reading comprehension of seventh graders. They compared cooperative learning with conventional teaching learning classroom structure using an experimental design by employing 140 students, out of who 70 were chosen for experimental group and 70 for control group. What they found in their study was that the experimental group outperformed the control group. They then state that the CIRC group was significantly better than conventional method of teaching reading in the scores of the learners.

In their study, Gurk and Mall-Amiri (2016) investigated the effect of cooperative learning activities like Number Heads Together on 90 Intermediate Iranian EFL learners' reading comprehension, and reading strategies. They found that "cooperative learning activities had a significant positive effect on intermediate Iranian EFL learners' reading comprehension, and reading strategies" (p. 33).

In another study, Sittilert (1994) investigated the possible effect of CIRC on EFL learners' reading abilities. He employed 106 EFL learners who had enrolled in a class of reading comprehension in English, and divided them into two groups of experimental and control. In the experimental group, the researcher implemented CIRC as a means of instruction, while the control group was taught using a traditional method that the teacher had developed. His research findings revealed that the experimental group outperformed the control group in reading comprehension posttest when compared to the pretest. Another finding of his research was that the experimental group had a positive attitude towards the technique used in their class.

In 2011, Durukan implemented CIRC in nine 3<sup>rd</sup> grade classes in rural Ohio with 198 students. Reading subtests of the California Achievement Test were utilized in order to compare results of the study with previous evaluations of CIRC. A multivariate analysis of covariance with univariate follow-up analyses revealed that the "CIRC group outgained the control group on reading comprehension" (103). In addition to this finding, it was revealed that low performers reaped more benefits out of the implication of this strategy when low, middle, and high performers were divided into different groups. Teacher acceptability ratings also indicated positive experiences with CIRC.

In another study, Momtaz and Garner (2010) reported that the effects of cooperative reading in enhancing the reading comprehension ability of university students were salient in their study. Such a finding in relation of effectiveness of CL at the graduate level corroborates those of Hosseini's (2012) PhD level research study that the average scores of university students in CL were higher than those of students in a traditional teacher-oriented English reading class.

Another study that was carried out by Alfassi (2004), the researcher investigated the effects of RTR on learners' reading comprehension in the English language. To carry out the study, the researcher employed 49 participants who were good at reading comprehension, and assigned them to two groups of experimental (RTR), and control (traditional literacy instruction). Equivalent teachers, who received six hours of training, outlined the material and managed the classes for 20 days. The findings of his research revealed that there was a significant difference between the two groups, with the experimental group outperforming the control group. The researcher then concludes that "the educational benefits of incorporating RTR into the English Language arts curriculum were verified" (p. 171).

In another study, Konpan's (2006) study was aimed at comparing reciprocal teaching with communicative language teaching (CLT) on learners' reading. To carry out the research, the researcher employed 12th-grade Thai students and divided them into two groups of experimental and control. In the experimental group, RTR was used, while in the control group, CLT was employed. Results showed that the experimental group had a significantly better performance of the control group in reading comprehension. Therefore, the superiority of RTR over the communicative language teaching technique was confirmed.

In the same vein, Wisajorn (2003) conducted an experimental study with only one group to investigate the effectiveness of RTR on reading comprehension of Thai EFL students. The design of his study was a mixed method one, having both quantitative and qualitative designs, which required a test before and another after the treatment. The results of the quantitative part of his study revealed that "reciprocal teaching improved the students' reading ability" (p. 83).

Finally, Rosenshine and Meister (1994) gathered 16 quantitative research studies that were carried out on higher education settings regarding reciprocal teaching, and conducted a meta-analysis on them. Their study revealed that "reciprocal teaching was most effective for older students as well as those with poor comprehension skills" (p. 479).

This review of the literature revealed that despite the abundance of research on the advantages of CL on reading comprehension compared to other traditional methods, very few research studies have been conducted with the aim of investigating whether there is a significant difference between the effects of RTR and CIRC, especially in the Iranian context wherein English is dealt with as a foreign language. This research study addresses this lacuna in the related literature.

### III. METHOD

#### A. Overview

This study explored if there is any significant difference between the effects of RTR and CIRC on the intermediate EFL students' reading performance.

#### B. Design of the Study

This study used a quasi-experimental design in which grouping was carried out randomly. Furthermore, the design of this study was a pretest-posttest design with two experimental groups included. The design is presented in the following figure:



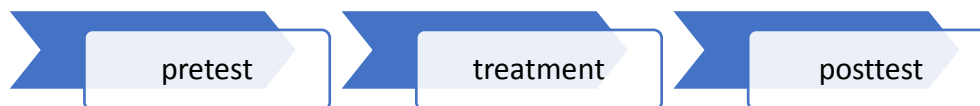


Figure 1. Design of the Study

### C. Participants

The primary participants of this study were fifty-three intermediate students at **Dr Hosseini's Language Institute in Mashhad, Iran**. After conducting a the pretest, forty-two were selected as the sample of the research based on their performance in the reading comprehension pretest. The participants of this study were all male, whose ages ranged between 18 to 23. All of the participants were native speakers of Persian. They have studied English for three years hitherto.

### D. Instruments

To gather the required data for this research study, the following instruments were used.

#### 1. Preliminary English Test (PET)

To determine the proficiency level of the participants, the researchers administered a Preliminary English Test (PET), which included four main skills (i.e., reading, writing, listening, and speaking), prior to the start of the treatment. The test consisted of a reading section of 5 parts with 35 reading comprehension questions and a writing section of 3 parts with 8 questions. Learners had 1 hour and 30 minutes to answer the questions, which was divided into two parts of reading and writing, each taking 45 minutes.

Properties like item facility (IF) and item discrimination (ID) were tested. In addition, the test showed a high level of internal consistency, which stood at 0.92. Furthermore, item analysis suggested that there is no need to remove any item from the final results, therefore, none of the questions were eliminated. The researchers used the General Mark Schemes for writing by Cambridge in order to rate all the writings in this study. The test was rated based on the scale of 0-5.

In addition, an inter-rater reliability was carried out to make sure that the chance of bias and subjectivity between the two raters was low. The test results suggested that based on the criteria of standard deviation, 42 learners were qualified to be employed as the sample of the study. In other words, out of the 53 participants who expressed willingness to take part in this study, 42 scored one unit below and above the standard deviation. After the homogenization, the participants were assigned to two groups of 21 each, with one of them being taught with CIRC and the other with RTR technique. This test was applied to demonstrate the level of the participants and homogenization, and also to check the reading comprehension of the participants of this study before and after the experiment.

#### 2. Course Book

The 3<sup>rd</sup> edition of "ACTIVE 2 skills for reading book", by Neil. J Anderson (2013), was selected for teaching reading comprehension to the target students in this study. A wide variety of texts for reading comprehension consisted this book, including journal entries, websites, personal blogs and questionnaires. The book consisted of 24 chapters embedded in 12 units, with each one having a variety of exercises and activities, such as pre-reading and post-reading activities, each covering different aspects of languages, like grammar, vocabulary and other reading skills and conversation strategies. Out of the 12 units, six of them were selected to be covered within the course of the treatment, which was set at 15 sessions of 90 minutes each. The RTR group received instructions by RTR technique of CL while the other group were taught through CIRC.

### E. Procedure

This research had a pretest-posttest design; therefore, the pretest was considered both as the starting point and the homogenization process, based on which, 42 students were chosen out of the 53 participants who were willing to take part in the study. The homogenization process eliminated those learners who were at the lower parts of the bell curve. Then the selected sample of the participants were randomly assigned to two groups of CIRC and RTR, with 21 students in each of the groups. Then the treatment began and the participants participated in classes with 15 sessions of 90 minutes each.

It is also noteworthy that the researchers made sure that the participants of this study were not informed of the fact that they were being tested on reading comprehension with the two techniques. During the class procedure, groups the learners were assigned to seven groups of three students to carry out the class assignments, with proper classroom arrangement to help them have convenient face-to-face interaction with their peers in their groups. It was also made sure that both groups were in similar class and teaching conditions, including the teacher, timing and curriculum, and the same schedule of instruction. The only thing that was different between the two groups was that in one of them CIRC was used, while in the other one, RTR was used, which focuses upon explicit teaching of four main reading strategies namely predicting, questioning, summarizing, and clarifying.

In a real classroom situation, in the RTR class, the topic of the reading exercise was introduced to the learners by using various techniques of teaching preferred by the researchers. The first paragraph was normally done by the teacher in a think-aloud process to provide a model to the learners on how they should use the strategies. After the modelling, the next paragraphs were assigned to the previously assigned groups of learners for them to practice the strategic in



action. After carrying out the assigned process, the groups were instructed to consult and check their understanding of the text and the unknown vocabulary and grammatical points with their partners.

In a CIRC class, after the teacher introduced the topic and tried to relate it to the students' background knowledge through applying various strategies and techniques such as brainstorming and class discussion on the topic, students had the time to read the text silently and note down key vocabularies. Afterwards, they headed together with their groupmates to discuss unknown vocabularies and problematic areas of the text and answer related questions. Then, they engaged in some other activities such as paraphrasing and summarizing the topic. Finally, they involved in some word-recognition activities.

#### IV. STATISTICAL ANALYSIS AND RESULTS

To answer the research question justifiably, the raw scores were taken from the pre-test and post-test and were then submitted to the computer software Statistical Package of Social Sciences (SPSS version 20), using t-test. Then the researchers conducted independent samples t-test in order to compare the possible differences between the means of the two groups based on the gain scores from the post-tests.

The following tables illustrate the summary of t-tests. To compare the scores of the RTR and CIRC groups before the treatment, an independent samples t-test was conducted. As illustrated in Table 1, before the treatment there was no significant difference between the RTR group ( $M = 16.96$ ,  $SD = 3.95$ ) and the CIRC group [ $M = 16.31$ ,  $SD = 2.97$ ;  $t(102) = 0.418$ ,  $p > .05$ ].

TABLE I  
THE INDEPENDENT SAMPLES T-TEST FOR THE RTR AND CIRC GROUPS (PRE-TEST)

Group	N	Mean	SD	df	t	Sig.
<b>RTR</b>	42	16.96	3.95	102	.418	0.677
<b>CIRC</b>	42	16.31	2.97			

Table 1 above shows that there is no significant difference between the two groups of CIRC and RTR on their reading comprehension scores in the pretest. This confirms the results of the homogenization test that was conducted in the beginning of the procedure before the treatment began. Based on the results of this independent samples t-test on the pretest scores of reading comprehension, it can be concluded that there is no significant difference between the two groups in their reading comprehension at the outset of the study. The results of comparing the mean scores of the two groups in the posttest are presented in the following table.

TABLE II  
THE INDEPENDENT SAMPLES T-TEST FOR THE RTR AND CIRC GROUPS (POST-TEST)

Group	N	Mean	SD	df	t	Sig.
<b>RTR</b>	42	36.69	3.50	102	-25.87	0.000*
<b>CIRC</b>	42	17.87	3.91			

\*Sig.  $p < .05$

In order to compare the scores of the RTR and CIRC groups after the treatment (post-test), the second independent samples t-test was conducted. As indicated in Table 2, there is a significant difference between the RTR group ( $M = 36.69$ ,  $SD = 3.50$ ) and the CIRC group ( $M = 17.87$ ,  $SD = 3.91$ ;  $t(102) = -25.87$ ,  $p < .05$ ). This final result shows that the mean score of the RTR group is more than the CIRC group after the treatment.

Therefore, it can be concluded that the participants who received RTR performed significantly better than those who received CIRC. Therefore, it can be concluded that reciprocal teaching, which consists of explicit teaching of four specific reading strategies, is proved to have a significantly better effect than CIRC on students' reading comprehension.

#### V. DISCUSSION

The purpose of this study was to investigate the difference between the effects of 'Reciprocal Teaching of Reading' and 'Cooperative Integrated Reading and Composition' on the reading comprehension of Iranian intermediate EFL learners. The results revealed that using RTR for teaching reading enhanced the participants' reading ability. The results corroborate the findings of previous research on the effectiveness of RTR (e.g., Rosenshine and Meister, 1994; Wisajorn, 2003; Calderón, et al. 1998), and indicate that combined strategy instruction is an effective and useful way for improving EFL learners' reading ability. What the study adds to the literature is the effectiveness of RTR in comparison to CIRC.

In their study aimed at reviewing research on reciprocal teaching, Rosenshine and Meister (1994) conducted a meta-analysis of 16 quantitative studies in higher education focusing on reciprocal teaching. Their study revealed that reciprocal teaching was most effective for older students as well as those with poor comprehension skills. This finding is in line with the findings of the current study that found the effectiveness of RTR over CIRC.

Furthermore, what Wisajorn (2003) found after examining the effects of RTR on reading comprehension in a quantitative/qualitative design with a pretest, a posttest, and a follow-up reading comprehension test, was that

reciprocal teaching improved the students' reading ability. This finding is also another fact that RTR contributes to better reading comprehension gains in EFL learners when it is compared with other techniques of teaching reading comprehension.

There are also studies that have found results different from this study. One of these studies is that of Calderón, Hertz-Lazarowitz, and Slavin (1998) who evaluated the effects of bilingual CIRC on reading, writing and language achievements of Spanish and English in a Spanish bilingual program. They found that on the English test, third-graders scored significantly better than comparison students in reading but not in language. They then argue that third-graders who were in CIRC scored much better than RTR students on both scales. This study has found a different result from the current study.

A reasonable justification for such a finding could be related to the mechanism underlying RTR. In RTR knowledge is the result of negotiation among class participants, and learning is facilitated by the teacher's strategic guidance. Meanwhile, as the teacher provides further opportunity for all class participants to become actively engaged in strategic reading, students are encouraged to take a more active role in the course of shared reading. Furthermore, the mechanism underlying RTR increases students' task concentration and encourages groups of students to get critically engaged in the process of reading comprehension. This is because they need to construct meaning from the text and monitor the way they are doing that availing themselves of some effective strategies (Palincsar, Ransom, & Derber, 1988). RTR engages all learners actively in the class procedure and, thus, reading the text and applying strategies become a joint responsibility shared by all class members. RTR encourages a teacher-student collaboration, and each student has the chance of becoming a dialogue leader. Such kind of situations helps to bring more meaning to the text at a cognitive and personal level.

To confirm the value of RTR for reading courses, Nation (2009) states that a balanced reading course should incorporate activities of other language skills because "learning to read is also helped by learning to write and learning through listening" (p. 5). Applying techniques that assist students understand each other better "can lead to greater facility with written language" (Mottley & Telfer, 1995, p. 127), which contributes to their reading comprehension. Moreover, Lems, Miller, and Soro (2010) are of the stand that oracy is considered to be the foundation of literacy because as Richards (2008) states listening provides the comprehensible input that helps language learning and "triggers the further development of second language proficiency" (p. 3). Therefore, RTR is planned and implemented in a way that students' problems in understanding the meaning are addressed immediately and directly.

## VI. CONCLUSION

The result of the present study indicates that RTR benefits reading comprehension of intermediate EFL learners more significantly than CIRC. This is because whereas in CIRC settings students are involved in some minor activities which are not so much relevant to reading comprehension, in RTR settings students learn different aspects of reading comprehension strategies, including the ways to use them. This helps them develop their self-regulation for using reading strategies, which are of immense help for the construction of meaning or understanding. Teachers, however, should be cognizant of the fact that the more explicit the steps they follow in implementing RTR technique, the more clearly they can be distinguished with other CL techniques. Researchers are also suggested to investigate the effectiveness of some emerging CL methods like Competitive Team-Based Learning.

This study has some pedagogical implications for EFL teachers, syllabus designers and materials developers. For teachers, the results of this study can have the message of when they are to choose between CIRC and RTR techniques for teaching reading comprehension, which one they are suggested to prefer. In other words, in the Iranian context, as the results of data analysis suggest, RTR techniques can contribute better to reading comprehension gains than CIRC techniques. Therefore, EFL teacher are suggested to opt for more RTR techniques over other available techniques.

Syllabus designers are the other beneficiaries of the findings of the current research. This study helps them to design syllabi that favor more RTR techniques in the reading comprehension. Syllabi can be designed with more emphasis put on reciprocal teaching of reading over the other techniques. Furthermore, materials developers and those who are tasked with designing course books and learning materials are suggested to integrate more reciprocal techniques in their materials.

This study also suggests recommendations for further research. Further research in this area can be done by adding other variable to the scope of this research. Other variables that can be integrated here are gender, age and learning background. Also, culture can be a determining factor that may alter the results and yield different results compared to that of the current research. Furthermore, other research can be carried out on different techniques of teaching reading comprehension.

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# An Analysis of Trump's 2016 Campaign Speeches from the Perspective of Social Force in Force-dynamics Theory

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**Abstract**—Using Donald Trump's presidential campaign speeches from 2016 as its corpus, this paper takes Talmy's (1988) force-dynamics theory as a framework for deconstructing and analyzing political discourse from a cognitive perspective. In view of Newton's second law of classical mechanics, this study analyzes the source and composition of social force within force-dynamics theory and constructs a cognitive model of discourse:  $F$  (social force) =  $m$  (quantification of discourse information) \*  $a$  (discourse strategy), applicable to analysis of the relations among language, rights, and ideology in political discourse. In Trump's campaign speeches, the quantification of discourse information and strategies using cognitive mechanisms such as metaphor, metonymy, and categorization greatly strengthens the social force of the discourse. This plays an important role in conveying Trump's intention to voters, influencing the public's emotions and winning their support—thus changing the original psychological state of voters and finally even influencing the election result.

**Index Terms**—presidential campaign speeches, force-dynamics theory, Newton's second law of classical mechanics, quantification of discourse information, discourse strategy

## I. INTRODUCTION

The study of political discourse originated in Aristotle's *Politics* and is interdisciplinary, typically a combination of psychology and anthropology. The study of political discourse from the perspective of linguistics dates to the 1980s, and combines the methodology of critical discourse analysis (CDA) focusing on the relations among language, ideology, and rights with systematic functional grammar. By analyzing specific lexical and grammatical structures, we can deconstruct the ideology behind discourse and explain how participants in political activities achieve an ideological function through speech. In the 1990s, scholars specializing in CDA represented by Van Dijk (1998) studied the relationship between discourse and society from the perspective of social cognition. Van Dijk proposed the "socio-cognitive approach," which emphasizes the fundamental mediating function of the mind between discourse and society. This methodology pays special attention to the central role of the mental model, a context model and knowledge device, in describing the relationships among language, power, and ideology. Van Dijk (2003, 2006a, 2006b) described persuasive political discourse as the discourse activity of developing a mental model in the audience's mind, whereby that the speaker's expression of attitude is an ideological process. Expression of attitude is thus not related only to the speaker's internal mental state, but also to the speaker's ability to manipulate and control an audience.

More recently, cognitive linguistics scholars have called for an analysis of political discourse that looks more deeply into the cognitive level in order to identify how a speaker legitimizes ideology by manipulating the conceptual cognition of the audience. As the constitution of discourse, conceptual representation in discourse carries unequal social power relations and demonstrates coherence characteristics similar to those of ideology in discourse. Lakoff introduced the conceptual metaphor, an important kind of conceptual representation, into the study of political discourse. By analyzing political discourse such as political news, political speeches, and political declarations, he identified the political orientation, political ideas, and values behind political metaphors (Lakoff, 2004, 2006a, 2006b, 2008).

The analysis in this paper focuses on force-dynamics methodology, first introduced by Talmy in 1988. The idea is that the notion of force as it exists in the physical world can be applied to discourse to analyze the meaning of language structures. Force-dynamics theory argues that a given two entities in language behavior can be extended metaphorically to abstract cognition in order to explain the relationship between them in social discourse. As a kind of political discourse, presidential campaign speech involves two groups: the speaker and the audience. Force-dynamics theory therefore offers a theoretical basis for analyzing the power relationship between the candidate and the audience. Has the candidate's discourse been effectively conveyed to voters during the speech? How is it delivered? How does this affect voters? This paper explains the relationship between the candidate and the voters via an analysis of the source and composition of social forces per force-dynamics theory, and interprets the sometimes-opaque ideology in these speeches through CDA at the cognitive level.

This paper takes as its corpus candidate Donald Trump's speeches in support of his "Make America great again" presidential campaign in the key swing states of Florida and Ohio (a total of 24,656 words), applying force-dynamics

theory with the goal of identifying the ideology behind Trump's success in persuading voters and winning key votes.

## II. FORCE-DYNAMICS THEORY AND NEWTON'S SECOND LAW OF CLASSICAL MECHANICS

Talmy (1988) argued that the idea of "force" in the physical world can be extended to the abstract cognitive domain through metaphorical extension to explain semantic categories such as closed-class elements (shown in the form of grammar) and open-class lexical elements (brought into systematic relationships with one another inside a discourse). When "force-dynamics indicators" appear in text, they reflect the speaker's construal of the scene as a force interaction and prompt the audience to conceptualize the scene in the same way, with various ideological consequences. These indicators can be considered part of the inventory of linguistic categories analyzed in CDA (Hart, 2011). Force-dynamics theory entails that there are two entities in language expressions. One is the agonist (Ago), whose circumstance is at issue and who has an intrinsic force tendency. The other is the antagonist (Ant), who produces a force that acts upon the agonist.

Talmy (1988) divided the "force" contained in language expressions into three categories: physical, psychological, and social. Psychological and social forces are derived from physical force through metaphorical extension, with social force specifically an interaction of psychological forces between sentient entities. The Ant acts on the Ago, which causes a change in the psychological state of the Ago. As a political discourse of a persuasive nature, presidential campaign speeches inevitably involve two major entities: the presidential candidate as Ant and the voters as Ago. Talmy's research is limited to the semantic analysis of two entities in a single sentence, but his interpretation of social force opens the possibility of analysis at the discourse level to explain the force contest between two entities existing in that discourse.

So, what is the source of social forces? What is such a force made of? How is the state of one entity changed by the force exerted by another? Extending Talmy's force metaphor, we can answer these questions by applying Newton's second law of classical mechanics: the magnitude of the acceleration of a body is proportional to the applied force, inversely proportional to the mass of the body, and proportional to the inverse of the mass of the body. The classical formula for this law is  $F=m*a$ .  $F$  is the external force on the object, " $m$ " the mass of the object, and " $a$ " acceleration. Basically, this formula shows the traditional physics principle that force equals mass times acceleration, and this law of mechanics in physics can also be applied to the analysis of force in language expression. Talmy (2000) argued that "the most meaningful experience people have in the physical world is 'force-dynamics', including the exertion of force, resistance to force, the overcoming of such resistance, barriers to the exertion of force and the removal of such barriers" (p. 291). Under the force-dynamics framework,  $F$  refers to the force that the speaker acts on. Then, what do " $m$ " and " $a$ " refer to?

" $m$ " is the mass of objects in the classical mechanical formula, and in discourse analysis refers relatively intuitively to the quantification of discourse information conveyed by the discourse itself. Neurocognitive linguistics defines the quantification of information as "the relations between input information and the information contained in the internal system" (Cheng, 1999, p.30)—the more new information is added, the greater the quantification of information. The main variable of mass in language is the quantification of information that can be effectively received by the audience through discourse. When transmitting information, a speaker adopts the obvious assumption that the audience has some background knowledge; the speaker then transfers new information that interprets and supplements the audience's existing knowledge. The purpose of communication in general is essentially to transfer unknown content to an audience. The speaker makes assumptions about background knowledge regarding what the audience is familiar with, relates to, or can infer during the communication process. Unknown information must be contextually related to known information, and exists to supplement the known (Deng, 2009). According to Lakoff (2004), the term "frame" is used to describe the knowledge system in the mind and the background reference for discourse comprehension. To understand discourse correctly, the audience must activate the knowledge system represented by the frame they hold (Wen, 2013). The frame helps the audience accept and understand new information, enhancing the quantification of information by the audience. The construction of a frame can therefore increase the quantification of information in discourse, and thus it determines the language force.

" $a$ ," of course, stands for acceleration, and is used in discourse analysis to indicate the application of language strategies and their effects on increasing the force of the discourse when the quantification of information (" $m$ ") conveyed by the discourse is kept still. Successful and clever language strategies play a key role in enhancing political persuasion and audience psychological appeal, enriching the connotation of discourse, enabling the Ago to feel empathy, and realizing the political intention of the Ant to persuade the Ago. The speaker's discourse can be more effectively conveyed to and understood by the audience, thus changing the psychological state of the audience.

As a kind of political discourse, campaign speech aims to persuade voters, and in this process of communication the audience's internal cognitive mechanism plays a key role. By better understanding these cognitive mechanisms, which also serve as useful analytical tools for discourse, the role of language structure in the formation of concepts can be revealed.

## III. TRUMP'S CAMPAIGN SPEECHES IN 2016

Language plays a crucial role in translating political desire into social action. If one places Trump (the speaker) and voters (the audience) into the force-dynamics framework, they are viewed as antagonist and agonist respectively, as shown in Fig.1 below:

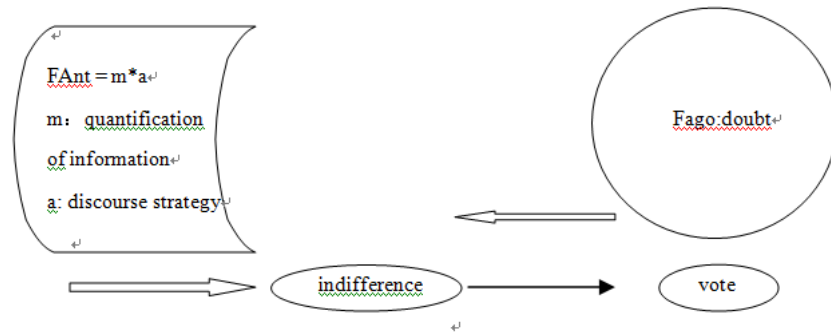


Figure 1

The two opposite arrows in Fig1 represent the two opposing forces, FAnt (m\*a) and FAg. FAnt as m\*a means that the force of Trump’s words is proportional to the quantification of information (m) modified by the success of his discourse strategy (a). As Barter (1988) notes that utterance is not used to communicate as people often emphasize, but to persuade people. Language is a universal dominant force. Campaign speech is essentially an effort in lobbying voters with its linguistic meaning and features. Translating the “m” and “a” of the established force-dynamics model into the quantification of information and discourse strategy allows us to conduct a detailed analysis of the two forces involved—Trump’s campaign speeches and his audience’s beliefs—from the perspective of the cognitive mechanism.

A. “m”—Quantification of Information Conveyed by the Constructed Frame

Fillmore (1985) defined frames as “specific unified frameworks of knowledge, or “coherent schematization of experience,” and proposed frame semantics (p. 222-254). Ungerer and Schmid (2001) added that “frames are just one of a variety of cognitive models which also include the scenarios, domains and interactive networks” (p. 211). On this basis, Lakoff (2004) proposed to apply the concept of frames to the analysis of political discourse, noting that the frame is part of what cognitive scientists call “cognitive unconsciousness”—that is, the cognitive structure in our brain that determines our thinking and judgment, which can be expressed through language (p. xv). All words have a specific conceptual frame that is activated in the brain when we hear them (Lakoff, 2004). Because language is a mirror of society, word frequency can be viewed as a thermometer of sorts for social change. In this paper, the new discourse highlighted in Trump’s speeches sets a new frame for his campaign. After a new discourse is successfully brought into a new context by social institutions or actors, it is then transformed into real changes in the physical world in the new social context. Words are thus materialized, triggering social changes we can feel.

In this regard, by analyzing Trump’s campaign speeches and applying the keywords research method of corpus linguistics, we can gather the various statistics regarding the keywords appearing in the discourse. The words in the following table all appear more than 10 times, and so are taken to be the keywords in the discourse for the purposes of this analysis. It’s easy to notice that in the process of promoting the campaign slogan “Make America great again,” Trump focuses on defining keywords—that is, conveying the main connotation through keywords, and sharing common interests and moral points with voters.

TABLE I

Keyword	Frequency
Job	75
Energy	20
Tax	20
Corruption	17
Poverty	11
Regulation	11

In Table 1 we can see that an important component of the campaign slogan “Make America great again” involves the theme of “work.” Trump uses this word in his speeches in the swing states 75 times, much more than any other relevant lexical item. This is consistent with his emphasis on the unemployment rate during the Obama administration and efforts to raise voter expectations for a Trump administration. By illustrating the lack of job creation by the current administration, Trump attempts to win voter support. Similarly, elites of the swing states had criticized the tax rate and strict limits on traditional energy sources during Obama’s administration, and Trump uses the words “energy” and “tax” 20 times each to win over the votes of the elites and establish the image that the Republican Party would stand up for them. Taken together, the concordance of the three keywords “work,” “energy,” and “tax” in Trump’s remarks construct the “strict father” morality family model that Lakoff argued is typically held by the Republican Party in politics (2004). Lakoff concluded that voters most often do not vote for their own economic interests but for their moral identity and values. That is, people make decisions about politics and candidates based on their value systems, and the language and frames that invoke those values. The Republican Party is adept at using the “strict father” model when promoting its political intentions in order to win the support of voters who hold the same frame (Lakoff, 2004).

The retrieval for the word “job” involves a collection of relevant phrases, such as “bring jobs back,” “defend your jobs,” and “create jobs.” Trump highlights this focus rather succinctly: “My economic agenda can be summed up in three words: jobs, jobs, jobs.” The “strict father” model emphasizes what is required for success in the difficult, competitive world. As Lakoff described, “If people are disciplined and pursue their self-interest in this land of opportunity, they will become prosperous and self-reliant. Thus, the strict father model links morality with prosperity” (2004, p.7).

Unlike Clinton, who attached great importance to international cooperation for economic development, Trump’s speeches directly highlight the economic issue of increasing domestic employment, and use phrases like “bringing back” and “defend” to establish a frame in which the economic policy adopted by the Obama administration had resulted in high unemployment. In contrast, Trump creates a language environment of employment by establishing employment as the pursuit of interests and independence. This shapes a “strict father” model by creating the moral framework favored by voters.

(1) We are going to bring jobs, opportunity and hope to every community in this nation.

(2) I have a message for all of you tonight: we are going to win Ohio, we are going to win the White House, and we are going to bring back your jobs.

(3) I will renegotiate NAFTA, I will defend your jobs, and I will bring back vehicle production to the United States of America.

When we further examine the retrieval results for the keyword “energy,” we find that it largely appears in phrases such as “lifting traditional energy sanctions,” “energy reform,” and “energy independence.” As a major user of traditional energy, the United States was restricted by policies to combat climate change under the Obama administration, which has to some extent weakened the traditional energy sector of United States. The “strict father” model compares the country to a person whose health is reflected in the growth rate of GDP. In the international community, there are nation-adults and nation-children, with maturity metaphorically understood as industrialization. Countries with developed economies are regarded as “nation adults” and independent people (Lakoff, 2004, p. 70). The slogan “Make America great again” is based partly on the recovery of traditional energy industries, and activates the voters’ desire to return to economic stability and access a large number of job opportunities when facing economic difficulties. At the same time, energy independence also reflects the values of “independence and power” advocated by Trump and the Republican campaign:

(4) We are going to eliminate regulations that kill American jobs, and that includes getting rid of the Obama administration’s anti-energy rules that will raise Ohio’s energy bill by more than 40%.

(5) We are going to lift restrictions on all American energy, and we are going to stand up to foreign cheating that threatens steel production in America.

For retrieval of the word “tax,” “tax reduction” is the most frequent phrase. This underscores Trump’s proposal to use changes in tax rates as a tool to create more jobs and improve standards of living while reducing the cost of production for entrepreneurs. Under the “strict father” Republican frame, it is immoral to give people things they have not earned, because then they will not develop discipline and instead will become dependent (Lakoff, 2004). Per this framework, taxes on social programs are an immoral indulgence of unambitious citizens, while tax reductions are a reward for successful citizens who “obey the rules” and “behave well.” Words and phrases such as “lower,” “cut,” and “bringing down” reflect the “strict father” moral values held by the Republican Party, which gives people more freedom from taxation to pursue economic interests. This kind of morality caters to the need of voters who experienced a slowdown in the U.S. economy and the effects of global economic multi-polarization:

(6) That’s why, at the center of my economic plan, is a tax cut for small business—down to 15 percent from 35 percent.

(7) We are going to cut taxes dramatically, and bring thousands of new companies and millions of new jobs to our shores.

(8) A Trump Administration will be a true friend to small business and working Americans. That means bringing

down taxes, bringing down the price of energy, and bringing down job-killing that cost our economy as much as \$2 trillion a year.

The contexts of these keywords reflect the core ideas of the slogan “Make America great again” and the language framework it constructs. Presenting himself as a successful businessman, Trump applies the Republican “strict father” framework to attack the Democratic Party’s economic policy. At the same time, Trump constructs his own frame and discourse system regarding how to lead the United States to resolve problems in the process of economic development and address vital issues of employment. In doing so, he aligned the interests and morals of his campaign with the aspirations of voters in swing states.

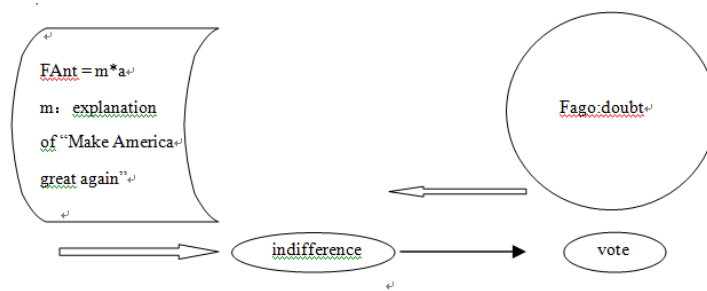


Figure 2

In Fig.2, the opposing large and small arrows represent the two opposing forces of FAnt and FAgO. Per the force-dynamics model, the Ant is Trump’s campaign discourse in the swing states, and the Ago is the voters whose support is under contention. By illustrating the content of the slogan “Make America great again,” Trump establishes himself as a “strict father” who conforms to the values held by voters, which then increases the amount of “m” (quantification of information) in the discourse and overcomes the intrinsic trend of the Ago, thereby changing the one-sided attitude of some voters towards the image of Trump as a businessman. Diction like “work,” “energy,” and “tax” illustrates the values underlying the slogan and express the positive attitude that Trump hopes to convey. This approach is intended to give voters a deeper understanding of the substance of “Make America great again,” and overcome any initial skepticism resulting from their conventional thinking. This not only increased the support of general and elite classes in Florida and Ohio in the polls, but also laid a solid foundation for Trump’s later victory. Americans believed that even if Trump was not the one who prescribed the best medicine for their country, but the one who pointed out its illnesses. Trump’s speech is this more down-to-earth compared with Clinton’s empty rhetoric.

### B. “a”—Representing Discourse Strategies

We have hundreds of millions of neurons in the brain, each of which can connect to thousands of others, but neurons in one area must be strong enough to activate and send out signals that reach neurons in others. Cognitive mechanisms such as metaphor are essentially a process of connecting neurons in different parts of the brain. Lakoff (2008) argued that people have a “double concept”—that is, two modes of thinking—when dealing with different political issues. This gives rise to “swing voters” who have no fixed neuronal connections to specific political issues. Through the analysis of his campaign speeches in swing states, we can see that to win support from voters Trump uses conceptual representations including metaphor, metonymy, and categorization to strengthen “acceleration” of his language and improve its effectiveness.

1. Metaphor. In cognitive linguistics, metaphor is one of the basic cognitive modes of human beings. It is a conceptual process involving mapping the structure of the source domain to a target domain to describe a relatively complicated and abstract concept in terms of a more familiar and concrete concept (Lakoff & Johnson, 1980, p. 246-247). Critical metaphor analysis, a combination of metaphor and critical discourse analysis (CDA), is an early and well-developed critical cognitive paradigm. Metaphor uses selective concept mapping, which makes its function of prominence/profile an important tool for the spread of ideology (Charteris, 2004). Metaphor provides a specific empirical frame for political thought and ideology. One purpose is to use social acceptability to legitimize the political interests and propositions of the speaker, and it can also arouse the cognitive and emotional resonance of the discourse audience (Lakoff, 2004).

(9) Hillary Clinton backed her husband’s NAFTA, she backed China’s entrance into the World Trade Organization, she backed the job-killing trade deal with South Korea, and backed the Trans-Pacific Partnership.

(10) We are going to cancel every needless job-killing regulation, and put a moratorium on new regulations until our economy gets back on its feet.

The word in example (10) “Kill” activates scenes like “life” and “malicious injury, blood and cruelty,” which are immoral in themselves. Hillary Clinton’s “failed economic policy” is described by Trump as “job-killing,” implying that Clinton and her democratic party are the “killers” of the public and that a series of policies proposed by her are the “killer” of American job opportunities. This transfers any of the audience’s disappointment or frustration with the



Obama administration to Hillary Clinton. At the same time, Trump uses the conceptual metaphor of “economic development is a journey” in his speech, and holds that the Trump administration would lead the American economy to “get back on its feet” through the implementation of new policies. Thus, Trump evokes the emotional resonance of voters by using specific images.

2. Metonymy. Metonymy is not only referential, but also conceptual. It involves a cognitive process in which one conceptual entity is mentally accessed via another. The metonymic entity serves as a “reference point” that affords mental access to another conceptual entity, the intended target, and guides the audience to focus on that target (Radden & Kovecses, 1999). To convey the specific ideology of the discourse, a speaker can apply the cognitive effect of selective prominence or the profile function of metonymy to adjust discourse strategies.

(11) According to Pew Research, immigration over the next fifty years will add another 100 million to our population. It will be much, much more than even that under Hillary Clinton’s radical plans. That’s unfair to the low-income workers living here today and trying to get ahead.

Through the phrase “add another 100 million,” Trump draws the conclusion that this would be “unfair.” This involves an internal referential concept transfer process and the “attribute for entity” metonymy. In the given domain of “a group of people,” the speaker focuses on a negative attribute, like the suggestion that increased population also increases the difficulty of employment. However, Trump represents immigration as only an increase in population, and attributes unemployment to overpopulation caused by immigrants; the positive impact of immigrants on promoting cultural diversity and improving work efficiency are not mentioned. The process of metonymy in an idealized cognitive model (ICM), which is constructed through experience (including discourse) and applied to explain experiences. People use their knowledge representation of the world in their brains and the cultural patterns in which they live to achieve their cognition of objects, events, and themselves in the objective world. Trump’s strategy combines the cognition of “immigrants entering the United States,” “low-income Americans,” and “declining employment rate” to form a new language frame and achieve the purpose of metaphorical thinking. This approach demonstrates how Trump attaches great importance to attracting the middle and low income groups in swing states during his campaign speeches, and works to gain support by highlighting the demands and dissatisfaction of this group.

3. Categorization. Categorization is a conceptual structure used to divide objects, entity actions, event scenarios, and processes into specific types. In cognitive linguistics, categorization is another ICM, the operation of construal based on comparison. According to Croft and Cruse (2004), “The most fundamental judgment of comparison is categorizations. The act of categorization—applying a word, morpheme or construction to a particular experience to be communicated—involves comparison of the experience in question to prior experiences and judging it to belong to the class of prior experiences to which the linguistic expression has been applied” (p. 54).

(12) My economic agenda can be summed up in three words: jobs, jobs, jobs.

(13) I am asking for your vote so we can create a New American future which includes millions of new jobs through lower taxes, less regulations and trade deals that put America first.

The boundary between categories is fuzzy, and it is relatively easy to produce word-meaning infection. Trump reiterated the goal to “Make America great again,” focusing on reducing national regulation, cutting taxes, and boosting employment. Through mentioning the three issues in the same breath, Trump produces a semantic infection that incorporates them into the same category, thus forming and validating Trump’s tit-for-tat economic-development ideas. This also demonstrates Trump’s most direct reaction to addressing the problem of what he describes as a weak U.S. economy.

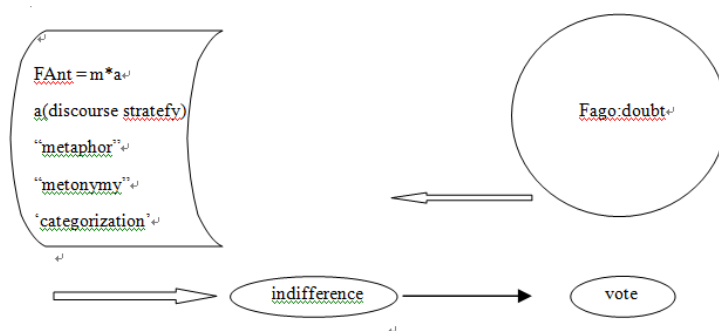


Figure 3

In Fig.3, the two arrows again represent  $F_{Ant}$  and  $F_{Ago}$ , with the antagonist Trump's campaign speech and the agonist the voters. By analyzing the construal operations of “metaphor,” “metonymy,” and “categorization” in Trump’s speeches, we can see how the voters’ cognitive mechanisms have been strengthened in specific ways. The effects of “a” (discourse strategy) have been enhanced, which overcomes the intrinsic trend of the agonist to resist—namely, the voters’ attitude regarding Trump’s speeches has been changed to be more positive.

## IV. CONCLUSION

Based on force-dynamics theory, this paper introduces the formula  $F = m \cdot a$  from Newton's second law of classical mechanics and constructs a discourse cognitive model wherein  $F$  (social force) =  $m$  (quantification of information) \*  $a$  (discourse strategy). This allows a qualitative and quantitative analysis of how Donald Trump's campaign speeches in 2016 were designed to impact voters in swing states. In Trump's speeches about how to "Make America great again," the force of the  $F_{Ant}$  (the force of his speeches) is increased by improving the " $m$ " (quantification of information) and utilizing " $a$ " (discourse strategy) to generate a driving force on the  $F_{Ago}$  and urge it to change its intrinsic trend. In other words, by increasing the force of the discourse, Trump attempted to motivate voters in key swing states to change their attitude towards Trump and vote for him.

Perhaps because he had no political background, Trump put considerable emphasis on illustrating the connotations of the campaign slogan "Make America great again." On one hand, he used his own language system and the Republican Party's "strict father" frame to cater to voters' expectation for a more powerful and stronger government when facing the intricacies of global economics and politics. On the other, Trump conveyed the message to voters that he was capable of dealing with severe economic issues, and in particular of improving job opportunities at home, reviving traditional industries, and consolidating the government's relations with large American business groups. This signaled to voters that he can deliver on feasible economic reforms. Additionally, he targeted voters of different party affiliation, race, and gender by making the Republican Party's partisan political policies more universal. This required Trump to make full use of discourse strategies, to hold a more equal and friendly attitude regarding the national public, to convey the commitment of the campaign slogan "Make America great again," and to avoid struggling with the Democratic Party on issues such as international status and environmental protection. To achieve this, Trump speeches focused on the quantification of information within the frame and on discourse strategies. The force-dynamics discourse analysis model constructed here helps us to better understand the role of the Trump administration in shaping national identity and conveying national will both at home and abroad, and lays a solid foundation for the analysis of Trump's policies after he took office.

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# The Translatability of Indonesian Modality into English

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**Abstract**—Translation is a bilingual activity and the languages involved in translation have their own lexico-grammatical features. Modality which can be categorized into modalization and modulation refers to grammatical realization of interpersonal meaning. Systems of modality are different among languages and these differences become important to be well handled in translation. This research is focused on the translatability of modality from Indonesian into English. It investigates the effects of translation strategies applied by the translator to the contextual meaning of target text that is identified and analyzed from the perspectives of type, value, and orientation of modality based on Halliday's Systemic Functional Grammar. The result shows that modality in Indonesian can be rendered into English. Shifts due to the value or orientation of modality cause differences of the contextual meanings between Indonesian and English texts.

**Index Terms**—translatability, modality, modalization, modulation

## I. INTRODUCTION

Interlingual translation involves intercultural communication and social action because different languages carry cultural baggage, which represents particular cultural values. These cultural values entail how social actors practice particular socio-cultural activities. In the context of translation in practice, translators as the readers of source texts and as the producers of target texts have important role in transmitting the message because they are often faced with mismatch of grammatical rules and cultures between the source and the target texts. The languages involved in translation have their own lexico-grammatical features. The lexico-grammar selected while translating has to be linked to the context of situation and context of culture of the text (Xia, 2015). It also has to correspond to the purpose of the text, whether it is used to express ideational meaning, interpersonal meaning or textual meaning. So, all grammatical realizations have function in language used. Referring to the function of language reflecting product promotion, Jianjung, Bao, Liu&Mang (2015) have investigated that to achieve the same effect to the target readers through advertisements, grammatical realizations chosen differ between Chinese and English.

Modality as the grammatical realization to express interpersonal meaning refers to the speaker's judgement, or request of the judgement of the listener, on the status of what is being said (Halliday&Matthiessen, 2014, p.172). Every language has its own modality system and this needs to be considered in translation. This paper deals with the problems how Indonesian modality is rendered into English. The modality system of Indonesian is different from that of English. Modality in Indonesian is not expressed by using a specific marker but it is lexicalized by using 'selalu', 'mesti', 'hendaknya', and some others, while modality in English is manifested by using a specific modality marker, such as by using modal verbs 'may', 'will', 'must', etc. It can also be expressed by using modal adverbs, such as 'probably', 'certainly', or even by using noun, adjective and any lexical verb.

In its use modality is also influenced by context of situation and context of culture. Different modality marker will have different value and causes different strength. This is also a common problem faced by the translators when they are translating modality from Indonesian into English. Bell (1991) describes:

Clearly, it is essential for the translator to be able to recognize the strength with which the writer of the SLT holds an opinion and to be able to render that in an appropriate manner in the TLT (p.146).

The difference in modality systems of the two languages including problems on the strength of modality causes the translator to make some adjustment linguistically, semantically, and stylistically. So, when translation involves the case of modality, it must be re-contextualized in TL (House, 2015). This re-contextualization may lead to changes of types and value of modality used in target texts (Moindjie, 2015; Lian&Jiang, 2014). To bridge the different systems of modality of the two languages involved, the translator must be able to function as a mediator and needs a kind of translation choices that the problems faced are successfully handled. This study is to find out the translatability of Indonesian modality and choices which can be adopted to translate Indonesian modality into English. Other studies on

modality in translation have been conducted by other researchers but their goals did not include drawing translation choices from Indonesian into English (Moindjie, 2015; Lian&Jiang, 2014). This is what makes this present study differ from other studies.

## II. LITERATURE REVIEW

Translation is basically a process of realization of meaning which involves choices of different language resources. Systemic Functional Linguistics (SFL) is applicable to be used to handle translation studies because this theory provides us with a way of describing lexico-grammatical choices from the system of wording that enables us to see how language is used to realize meaning. This theory concerns with language use, where language is viewed as embedded in culture. Language use varies according to different contexts which include context of situation and context of culture. Context of situation is seen as comprising three components which include 'Field', 'Tenor', and 'Mode'. These contexts of situation affect the language use since they are linked to the three functions of language called metafunctions of language (Halliday&Matthiessen, 2014). These metafunctions of language include ideational function, interpersonal function, and textual functions.

Ideational meaning conveys the user's experience of the external world of the sense and the inner world of the mind. Interpersonal meaning displays the speaker's relationship with others to whom the messages are being addressed. This present study is dealing with the interpersonal meaning because it relates to the relationship between the speaker and the listener. It is to investigate the speaker's judgement, or request of the judgement of the listener, on the status of what is being said. In its realization interpersonal meaning is manifested by particular linguistic resources which include MOOD and modality.

### A. Mood

The term of **MOOD** is used to refer to the name of the primary interpersonal system of the clause. That is the gramaticalization of the semantic system of speech functions. As a system of the clause, there are Indicative and Imperative MOOD. Indicative MOOD is either declarative or interrogative and an interrogative clause is either yes/no type or WH-type. e.g. *he always visits me every Sunday* shows an indicative MOOD. In relation to interpersonal meaning, Halliday&Matthiessen (2014) make difference between **MOOD** and other terms, such as **Mode** and **Mood**.

**Mode** refers to an interpersonal system of the verb (verbal group). It is applied to inflectional systems of the verb. It involves interpersonal contrast of Indicative, Subjunctive, and Imperative. *If I were you, I would not do that.* It shows something unreal, so it is in subjunctive Mode.

**Mood** is the name of an element of the interpersonal structure of the clause. The structure is formed by two elements, they are Mood and Residue. The Mood consists of two parts: (a) the Subject, which is nominal group, and (b) Finite operator, which is part of verbal group. For example:

the duke	Has	given that teapot away
Subject	Finite	
Mood		Residue

### B. Modality

Modality refers to the speaker's judgement, or request of the judgement of the listener, on the status of what being said. Modality belongs to mood Adjunct and mood Adjunct is a type of modal Adjunct. In interpersonal clause structure, the location of modality is in Mood or Comment. For example, the position of might which functions as modality can be seen in the following example.

I	might	do	it
Subject	Finite	Predicator	Complement
Mood		Residue	

Mood as a part of interpersonal clause structures is formed by Subject and Finite operator, which is a part of a verbal group (Halliday&Matthiessen, 2014, p. 140). Dealing with Finite verbal operator of a clause, it involves two systems, they are polarity and modality. Polarity refers to the opposition between positive and negative. Modality refers to the area of meaning that lies between yes and no – the intermediate ground between positive and negative polarity (Halliday&Matthiessen, 2014, p.691). Modality does not only refer to modal verbs such as 'can/could', 'may/might', it can be extended to any lexical verb. Modality is manifested in two ways: modalization and modulation.

Modalization operates on propositions, in the space between '*It is so*' and '*It isn't so*'. It concerns degrees of probability (including certainty): 'possibly'/'probably'/'certainly' or degrees of usuality: 'sometimes'/'usually', 'always'. Probability and usuality can be expressed in the same three ways:

- by finite modal operator in verbal group, e.g. *He will come.*
- by a modal Adjunct of probability or usuality, e.g. *He probably comes.*
- by a combination of the two, e.g. *He'll probably come.*

Modulation concerns degrees of obligation (including permission): 'allowed to'/'supposed to'/'required to' or

degrees of inclination: 'willing to'/'anxious to'/'determined to'. Both obligation and inclination can be expressed in two ways:

- (a) by a finite modal operator, e.g. *You should know that I'll help them.*
- (b) by an expansion of the Predicator, e.g. *You are supposed to know that (by a passive verb).*

Further, 'inclination' and 'ability' are included in 'readiness', as mentioned by Halliday&Matthiessen (2014):

..., we could recognize a general category of 'readiness', having 'inclination' and 'ability' as subcategories at one end of the scale (can/is able to as 'low'-value variants of will/is willing to) (p.696).

In addition to these two types of modality, modality can also be viewed from the explicitness of the speaker presented in an utterance. When the speaker is present explicitly in the utterance, the modality orientation will be subjective, as found in *I will pay for it*. If not, it is objective, as in *Mary probably knows*. Based on the way how modality is expressed in the grammatical organization, the orientation of modality can be explicit or implicit. When modality is expressed in grammatical metaphor, its orientation is explicit. Explicit modality is found in *It's likely that Mary knows* opposed to *Mary probably knows* which is implicit. If it is attached to modal judgement, the value of modality can be high, median, or low. *You must pay for it* realizes high obligation, *you might pay for it*, a low probability. The following is an example of a model for probability realization (Martin and White, 2005, p.15).

objective		subjective: explicit	subjective: implicit
high	perhaps	I suspect	might
median	probably	I believe	would
low	certainly	I know	must

### C. Modality in Indonesian

Modality in Indonesian is also used to refer to the speaker's attitude. Alwi (1992, p.26) categorized modality in Indonesian into intentional, epistemic, deontic, and dynamic modality. All of these kinds of modality are not expressed grammatically but lexicalized by using a specific lexical item. Intentional modality is expressed by using lexical items among those are 'ingin', 'hendak', 'mau', 'akan'; epistemic modality by using 'boleh', 'mungkin', 'barangkali', 'harus', 'mesti'; deontic modality by using 'bisa', 'boleh', 'harus', 'wajib'; and dynamic modality by using 'dapa't', 'bisa'.

Modality in Indonesian can be expressed by using verbs, as in *Saya harapkan Ani dan Ali berbahagia* or by using adverb, as in *Semoga mereka menerima usul Saudara* (Alwi, 1992, p.63-65). Arka (2016) in his *Proceedings of the International Workshop on TAM and Evidentiality in Indonesian Languages* mentions that modals in Indonesian do not impose syntagmatic restriction on the form of the following verb. The example given is: *Mereka bisa/ harus/ pasti (sudah) datang*. The form of the verb 'datang' is not influenced by the modals 'bisa', 'harus', 'pasti' or 'sudah' which come before it.

In its function to express the speaker's judgement, modality in Indonesian is also used to express possibility, probability, certainty, usuality, obligation, and inclination. Dealing with this present study, modality in Indonesian is classified based on the modality types proposed by Halliday&Matthiessen (2014).

### D. Translation Strategies

In translation meaning is the kingpin (Bell, 1991, p.79). Meaning is transferred in translation through language and can be identified through the lexico-grammatical elements of the text. Text to be translated sometimes expresses modality. According to Hatim and Mason (1997, p.23) modality reflects the attitude towards the status of what is expressed and is linked to the social institutions and processes involved via the notion of social distance. This attitude can be identified from the lexical items of modality used.

The degree of modality within texts, including translation, can indicate the subjective opinion towards the topic of the text. The lack of modality within text indicates that there is a lack of emotional or subjective reasoning towards the events within the text. How modality is translated depends on the strategies applied by the translator. The translation strategies include equation, substitution, divergence, convergence, amplification, reduction, diffusion, condensation, and reordering (Malone, 1988). Because Indonesian and English are languages of different culture, the strategies applied by the translator will influence the result of the target text. So, whatever decided by the translator will have consequence to the contextual meaning of the TT. The changes of contextual meaning which occur can be identified from the type, value, and orientation of the modal used.

## III. METHODS

The data of this descriptive qualitative study were selected from an Indonesian book on meditation entitled *Butir-Butir Kebijaksanaan: Titian Hidup Sehat dengan Meditasi Bio-Energi Ratu Bagus* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012) and its translation in English entitled *Pearls of Wisdom: The Path of a Healthy Life with Ratu Bagus Bio-Energy Meditation* (Stacey, 2014). They were investigated at clause level and analyzed by applying a descriptive-analytic method. The source clauses expressing modality were presented and the lexical items conveying modality meaning were identified. In terms of modality analysis, the description was carried out by identifying the degrees of possibility, usuality, obligation, and readiness; the value and the orientation. They were then

analyzed by linking them with situational and cultural contexts. In terms of translation analysis, both texts were compared to examine whether the source and target texts are equivalent and whether there is a kind of change of contextual meaning in this translation due to the translation strategies applied (Saldanha& O'Brien, 2014, p.83; House, 2015, p.143). All possible translations of the source text modality imply their translation choices.

#### IV. RESULT AND DISCUSSION

Various lexical items expressing modality are used in Indonesian text of meditation. They include '*dapat*', ' *mungkin*', ' *akan*', ' *dipastikan*', ' *selalu*', ' *sering*', ' *senantiasa*', ' *hendaknya*', ' *mesti*', ' *harus*', ' *seharusnya*', ' *semestinya*', ' *bisa*', ' *mampu*', ' *ingin*', ' *berniat*', ' *memang*'. Due to the translation strategies adopted by the translator, there are various ways used to express this modality in English. Some are in the forms of modal verbs which include 'can', 'will', 'may', 'should', 'must'. The others are in modal adverbs, such as 'often', 'always', 'rarely'; in adjective, such as 'possible'; in lexical verb, such as 'want'; or without any modality marker. Modality analysis focuses on three factors: type, value, and orientation. When modality of the ST and TT is of different type and has different value or orientation, this means that changes of contextual meaning occur in the translation of the texts under study. The following table illustrates the Indonesian modality when translated into English found in the texts under study.

TABLE I.  
INDONESIAN MODALITY AND ITS ENGLISH REALIZATIONS

INDONESIAN MODALITY			ENGLISH MODALITY		
Types	Strength	Represented by	Manifested by	Strength	Types
Probability/ Certainty	med	<i>bisa</i>	can	low	Probability/ Certainty
	med	<i>akan</i>	can	low	
			will	med	
			may	low	
			no marker		
	med	<i>dapat</i>	can	low	
	low	<i> mungkin</i>	possibly	low	
high	<i> dipastikan</i>	no marker			
high	<i> memang</i>	however	high		
Usuality	med	<i> sering</i>	likely	med	Usuality
			often	med	
	high	<i> selalu</i>	always	high	
			still		
			no marker		
high	<i> senantiasa</i>	no marker			
low	<i> jarang</i>	rarely	low		
Obligation	high	<i> mesti</i>	have/has to	high	Obligation
			must	high	
			will (definitely)	med	
	med	<i> semestinya</i>	no marker		
			should	med	
			need	high	
	high	<i> harus</i>	have/has to	high	
			need	high	
med	<i> seharusnya</i>	no marker			
		should	med		
low	<i> hendaknya</i>	should	med		
Ability	high	<i> mampu</i>	can	low	Ability
			able	high	
			no marker		
	med	<i> bisa</i>	can	low	
		able	high		
Inclination	med	<i> ingin</i>	want		Inclination
	high	<i> berniat</i>	have intention		

##### A. Probability

To express modality of probability, Indonesian uses lexical items, such as '*bisa*', ' *akan*', ' *dapat*', ' *mungkin*', ' *dipastikan*', ' *memang*'. To indicate probability in English, in some cases the translator decides to use 'can', 'will', and also 'may' to achieve adequate translation. In others, no specific marker is used to signal probability. When the TT also uses modality marker to express probability, it means that the TT also encodes the sense of uncertainty. The writer of the TT avoids giving advice with absolute certainty.

ST: *Dari kaca mata biasa kita melihat penyakit tersebut menjadikan kita sengsara dan bahkan menyebabkan ketakutan yang luar biasa. Tetapi dari kaca mata spiritual, penyakit tersebut bisa menjadi obat bagi jiwa* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.6).

TT: Looking through our normal eyes we can see that this illness makes us miserable and causes great fear. But seen through our spiritual eyes, it can become medicine for our Soul (Stacey, 2014, p.6).

To establish probability meaning in the TT, '*bisa*' in the ST is expressed by using modal verb 'can'. The modality element in the ST is word-for-word translated into the TT by applying strategy of equation. Based on the context of the ST '*bisa*' is categorized as median, implicit, objective modality. In the TT 'can' is as a low, implicit, objective modality. This shows that modality in the ST and TT is expressed with the same orientation. Both are objective because the speaker is not explicitly expressed in the utterance in both texts. But, in terms of the value, there is change of value in this translation. Modality in median value in the ST becomes low value in the TT. In terms of its interpersonal meaning, the ST indicates that the speaker is neither too assertive nor too committed in relation to the advice given, while in the TT there is the lack of confidence of the speaker in giving advice.

ST: *Pranāyama yang dilakukan dengan maximal akan memberikan dampak kesehatan, karakter, dan spiritual. Segala hal yang sifatnya negatif bisa dihilangkan* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.32).

TT: *Pranayama*, when practiced with maximum concentration, has an impact on heart, character and spirituality. All negative characteristics can be cleared (Stacey, 2014, p.32).

The modality lexical item '*akan*' which is used to express probability in the ST is not explicitly transferred into the TT by using modal verb since the translator applied strategy of reduction in this translation. There is also a change of view point. A kind of shift in term of the degree of probability occurs. '*Akan*' which belongs to probability modality is turned into certainty modality when it is translated directly. The ST shows a low, explicit, objective probability. Modality of certainty in the TT has a high value. The source text means that what is expressed is possible to happen. In target language, the text has an indication that what is expressed is something which is believed to happen or there is a kind of certainty about the advice given.

ST: *Orang yang selalu menggunakan pikirannya, tenaga mereka akan terkuras terus. Jika mereka sakit, maka akan lama sembuhnya. Mari kita selalu memikirkan jiwa, dan kita akan sehat selamanya* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.9).

TT: The people whose minds are always busy feel constantly exhausted. Let's stay mindful of our Soul and we will stay healthy for a long time (Stacey, 2014, p.9).

In the ST modality of probability is characterized by the use of '*akan*'. The strategy of equation is also adopted in this translation. In the TT this modality item is translated literally into modal verb 'will'. Modality lexical item used in ST is implicit modality and 'will' in the TT is also implicit modality. The modality markers used in both texts are of the same value. Both are of median value. To express the same meaning, the TT uses modal verb with the same orientation. Both texts come with objective modality because the speaker is not explicitly presented in the utterance. Seen from its interpersonal meaning, the two texts indicate that the speaker is neither too assertive nor too committed in giving advice. The followings are also examples expressing probability modality which are translated by the strategy of equation.

ST: *Penyembuhan biasa akan terasa sangat nyaman, tetapi sebaliknya dengan penyembuhan sinar suci akan terjadi reaksi yang luar biasa* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.17).

TT: Normal healing may feel very comfortable, in contrast to healing with Sacred Light, which can bring about extraordinary reactions (Stacey, 2014, p.17).

## B. Usuality

To express usuality, Indonesian text of meditation uses '*selalu*', '*sering*', '*senantiasa*', '*jarang*'. In English some are translated into modal adverbs '*often*', '*always*', some others are not explicitly translated using modality markers.

ST: *Arti hakiki dari sebuah latihan adalah disiplin. Seperti jam, di manapun ditaruh dia akan tetap bekerja seperti fungsinya dengan cepat. Mereka yang selalu dalam koneksi dengan Meditasi Bio Energi cara kerjanya sama dengan jam tersebut* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.16).

TT: The true meaning of any training is discipline. Take a watch – whatever it is put, it will continue to work according to its inbuilt mechanism. Anyone connected to Bio-Energy Meditation will act just like this watch (Stacey, 2014, p.16).

The source text which comes with '*selalu*' expresses usuality modality. It is a kind of high, objective, implicit modality. The modality lexical item used indicates that what is conveyed is something which is usually done by all people. Although the speaker feels certain about what is expressed through the use of a high modality, but there is a kind of irresponsibility of the speaker. The speaker is not explicitly mentioned in the utterance that the advice given sounds that it is not his. In the TT the usuality meaning is not expressed by using modality marker. The translator decides to change the view point by using the strategies of reduction and reordering. The clause is represented by using simple present in passive form represented by '*who is connected*'. Since the TT does not occur with modality marker, this translation implies that usuality meaning expressed in the source text is higher in value than the one in the target text. The TT with no modality marker will mean that the advice given is intended to be general. Shift of value then occurs in this translation.

ST: *Kita semua adalah satu, yang merupakan anak-anak Tuhan. Oleh karena demikian Ratu selalu mengajarkan kepada kita untuk selalu berpikir positif. Setiap kejadian yang terjadi kita jangan sampai lepas dari berpikir positif* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.6).

TT: We are all one, children of God. This is why Ratu always teaches us positive thinking. Whatever happens to you, never stop being positive (Stacey, 2014, p.6).

Modality of usuality in Indonesian text is characterized by the use of modality lexical item '*selalu*'. Based on the context, this modality item indicates a high, implicit, subjective modality. In the TT the expression of usuality modality by using 'always' is also in high value and with subjective implicit orientation. Ratu used in the ST and TT refers to the speaker of the utterance. That is why the modality in the texts is subjective modality. This translation shows that the usuality content of Indonesian is successfully transferred into English by using the strategy of equation.

ST: *Sering* kita bicara banyak terhadap hal-hal kecil, dan ini seolah menjadi mimpi buruk buat kita. *Mere* bicara panjang lebar di depan umum atau di depan orang, tetapi tidak tahu yang esensial (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.5).

TT: We often engage in a lot of small talk and this can turn into a nightmare for us. People talk at length during a speech or in conversation with a person, but they miss the essential point, ... (Stacey, 2014, p.5).

Source text has usuality modality characterized by modality lexical item '*sering*'. It belongs to a median, objective, implicit modality. The translator applied equation strategy or word-for-word translation by rendering the modality item '*sering*' into '*often*'. In this context '*often*' also belongs to a median, objective, implicit modality. In the ST and TT, the speaker positions himself as neither too assertive nor too committed in relation to the advice given which is characterized by median and objective modality. Through word-per-word translation, the two texts are considered equivalent in terms of the interpersonal meaning.

### C. Obligation

Modality expressing obligation found in Indonesian text is characterized by the use of modality markers which include '*mesti*', '*semestinya*', '*harus*', '*seharusnya*', '*hendaknya*'.

ST: *Waktu ini sangat mahal, demikian juga hidup sangat mahal. Oleh karena itu kita mesti bisa bagaimana menghargai hidup ini. Hidup ini penuh dengan tantangan* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.10).

TT: The time now is very precious, therefore life is also very precious. For this reason we must value this life. Life is full of challenges (Stacey, 2014, p.10).

Modality showing obligation occurs in the source text characterized by the use of modality item '*mesti*'. '*Mesti*' has high value and in this context it belongs to objective and implicit modality. Seen from the strategy applied by the translator, this lexical item expressing modality is literally translated, i.e. by rendering it into '*must*'. '*Must*' also belongs to high, implicit and objective modality. From modality meaning, both texts are equivalent. Both texts express the same meaning in that there is a kind of power inequality between the speaker and the participants joining the meditation.

ST: *Tetapi jika kematian telah menghampiri kita kesusahan itupun sirna bersama nafas yang berhembus terakhir. Jadi apakah mesti kita susah saat hidup* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.38)?

TT: But when death is approaching, our troubles will disappear together with our last breath. So, do we have to have difficulties while we are alive (Stacey, 2014, p.37)?

Modality expressing obligation is also found in the ST which is characterized by the item '*mesti*'. It has high value. In this context it has objective orientation because the speaker is not explicitly expressed. This modality marker also has implicit manifestation. In this translation, modality of the ST is literally translated into '*have to*'. This modality marker also belongs to a high, implicit, objective modality. In terms of personal meaning, both texts express the same meaning. The use of high modality in both texts implies that there is a kind of power inequality between the speaker and the participants who join the meditation.

ST: *Latihan bersama akan memberikan dampak yang luar biasa untuk perluasan kesadaran kita. Setiap orang semestinya senantiasa mengisi diri sejak usia masih muda* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.2).

TT: Shaking together in a group has an extraordinary impact on expanding our consciousness. We all need to recharge ourselves from an early age (Stacey, 2014, p.2).

'*Semestinya*' in the ST is used to express obligation. Based on the context, this modality lexical item has median value with implicit and objective orientation. By the strategy of equation, in the TT this obligation modality is expressed by using the verb '*need*'. It has low value with implicit and objective orientation because the clause is in simple present tense which shows that it indicates a habitual action. This translation shows that there is a kind of shift of modality value. The speaker of the TT softens his way in giving obligation to the hearers. But, in terms of how the speaker is presented in the utterance, both texts have objective modality because the speaker is not explicitly mentioned.

ST: *Tetapi jika kita mendengarkan kata Ratu yang terkadang membuat tersinggung, itu artinya ego yang ada di dalam tubuh harus dilenyapkan* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.5).

TT: If occasionally Ratu's words upset us, it shows that our ego needs to be brushed aside (Stacey, 2014, p.5).

The lexical item used to express obligation modality in ST is '*harus*'. It has high value. The orientation is implicit, objective. Through literal translation, in TT this modality lexical item is not explicitly expressed by using modal verb. The obligation modality is represented by the use of the verb '*need*'. This expresses a kind of habitual action. So, the value becomes low and this indicates that the speaker of the TT displays less authority in giving advice. In accordance



to the modality orientation, the ST and TT show objective and implicit modality. This means that the speaker of the text avoids mentioning himself/herself in the text to make a symmetrical relation between the speaker/writer and the listeners/readers.

ST: *Hal yang paling signifikan juga di sini adalah bagaimana semestinya setiap orang harus menjauhkan diri dari sifat lembam dan malas. Melalui motivasi-motivasi setiap orang hendaknya sadar bahwa dirinya harus energik dan kreatif* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.2).

TT: More importantly, we can also overcome *traisol lassitude* and laziness. With repeated motivation everybody should become aware that we have to be energetic and creative (Stacey, 2014, p.2).

In Indonesian modality of obligation can be expressed by modality lexical item '*hendaknya*'. In English this marker is translated into modal verb 'should'. These two markers show the same value, i.e. they have median value. Both are also in implicit objective orientation since the speakers are not mentioned in the utterance. This translation indicates that both texts are equivalent. By using obligation marker '*hendaknya*' in the ST and 'should' in the TT which belong to implicit, objective orientation, this means that the speaker does not show power of inequality in giving obligation. The following is another example expressing modality of obligation with the strategy of equation.

ST: *Memang, untuk menerima ajaran guru, siswa harus kreatif atau menyamakan frekwensi dengan guru* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.7).

TT: To understand this teaching, however, the student has to be creative or tune into the frequency of the teacher (Stacey, 2014, p.7).

#### D. Ability

Modality showing ability in Indonesian is expressed by markers such as '*mampu*', '*bisa*'. In English this modality showing ability is expressed by the use of modal verb 'can', adjective 'be able', and in some cases it is expressed through simple present tense.

ST: *Sekali kita mampu memberikan makan pada jiwa, maka penyakit yang lain tidak berani muncul* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.11).

TT: Once we are able to feed our Soul, then our illness no longer has the courage to raise its head (Stacey, 2014, p.11).

'*Mampu*' in the ST is used to express ability. It has high value and in this context it shows objective and implicit modality. In its translation, this modality lexical item is transferred by using 'be able to'. Basically, both texts are equivalent in terms of their modality content because both texts have objective, implicit and high modality. Both texts imply that in the utterance the speakers are confident enough about what they are talking about.

ST: *Dari seluruh jenis olah raga yang paling baik, olah raga api sucilah yang mampu membakar seluruh karma* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.9).

TT: The best kind of sport is the Sared Fire sport; it can burn all our *karma* (Stacey, 2014, p.9).

'*Mampu*' in the ST is the lexical item used to express modality of ability. In this context this item has high value of modality. Its modality orientation is objective and implicit. When it is translated into English, the translator translates it literally by using modal verb 'can'. Although both texts express the same interpersonal meaning, there are some changes. The ST modality is in high value, while the TT is in low value. The change of value in the TT indicates that the speaker is less confident in expressing his ability. Other cases are found in the following data

1) ST: *Olah raga jiwa ini juga mampu membuat hidup kita sederhana* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.9).

TT: This Soul sports also makes our life simple (Stacey, 2014, p.9).

2) ST: *Jika kita tidak menemukan cinta, maka bukan cintanya yang salah, tetapi kitalah yang tidak bisa membangun cinta* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.28).

TT: If we have not yet found love, it's not love that is to blame, but us who have not yet been able to develop our love (Stacey, 2014, p.29).

#### E. Inclination

The lexical items '*ingin*', '*berniat*' are used to indicate inclination in Indonesian. In English this modality of inclination is expressed by using the verb 'want'. The example is:

ST: *Inilah mengapa spiritual dikatakan tidak ada. Kemudian dikatakan ada karena kita ingin mencapai kondisi ini* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.4).

TT: This is why one may think it does not exist. We could also say that it exists because we want to reach out for it (Stacey, 2014, p.4).

'*Ingin*' in the ST which is used to express willingness is represented in the TT by using the verb 'want'. The modality of the ST and TT belongs to median, objective and implicit modality. So, both texts have the same modality content and express the same modality meaning. Another example of a text showing modality of inclination is as follows.

ST: *Kalau kita berniat untuk membangun jiwa, maka akan banyak sekali yang menggoda dengan seribu macam alasan* (Ida Pandita Mpu Nabe Parama Daksa Natha Ratu Bagus, 2012, p.10).

TT: If we have the intention to build up our Soul, we will come up against thousands of temptations and excuses (Stacey, 2014, p.10).

As the main points, some issues need to be considered dealing with the translatability of Indonesian modality into English. Firstly, although Indonesian and English have different ways in expressing modality, translation equivalence involving modality can be successfully achieved. Modality which refers to the speaker's attitude is expressed by using lexical items in Indonesian, but to some extent it is grammatically expressed in English. Secondly, re-contextualization of modality in translation leads to consequences. The translator may weaken the strength of modality, or vice versa. When 'mampu' which is of high value in Indonesian is rendered into 'can', the value becomes low. Thirdly, as long as the types of modality are concerned, they remain unchanged in English, except for the modal showing usuality 'sering' meaning 'frequently' which is also rendered into modality of probability 'likely'.

## V. CONCLUSION

Problems of modality can be well handled in the translation of Indonesian text into English. Modality of Indonesian text which is not expressed by using a particular marker is translated in various ways in English. They are expressed by using modal verbs, modal adverbs, adjective, and also implicitly expressed through the use of tense. The effect resulted from the difference in the use of the markers is that the markers may change the value and orientation of modality and this also indicates that there are changes of contextual meanings in the translation. Based on the data analyzed, lexical items expressing particular modality in Indonesian are mostly literally translated into English by applying the strategy of equation. The followings are translation choices suggested to overcome the problem of modality in Indonesian into English translation. **Mod** stands for modality, **IST** for Indonesian Source Text and **ETT** for English Target Text.

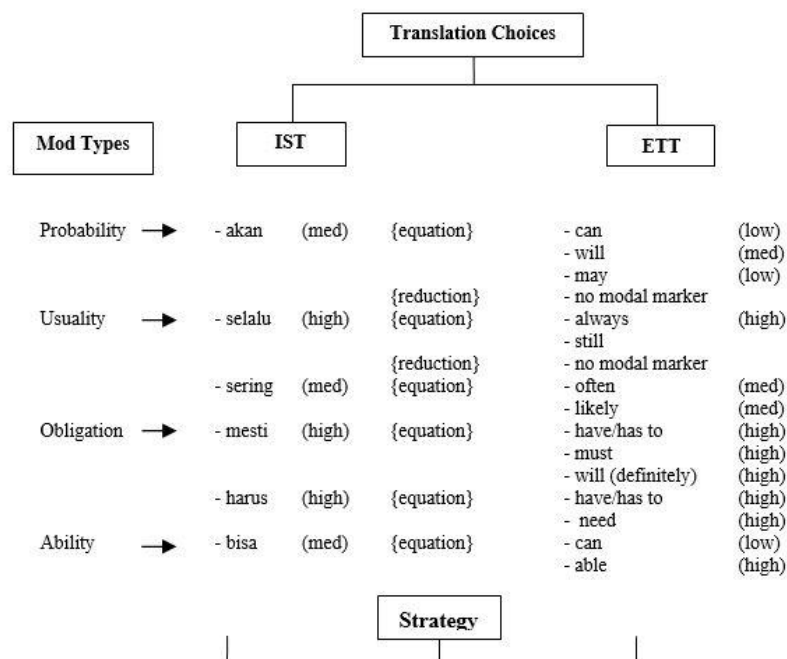


Figure 1. Modality translation choices from Indonesian into English

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# Meaning Construction of Multimodal Discourse in High School English PPT Courseware—A Case Study of the 10<sup>th</sup> National Demonstration Lectures for High School English Teachers<sup>\*</sup>

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**Abstract**—This paper will be devoted to meaning construction of the lead-in part in 30 PPT courseware for the 10<sup>th</sup> national demonstration lectures for middle school teachers. Based on the meta-function proposed by Halliday, taking the lead-in part as the analyzing material, this paper will apply multimodal discourse analysis theory to answer the following questions: (1) what are the multimodal features of the lead-in part? (2) how can these multimodal features co-construct the discourse meaning effectively? (3) what are the implications of the lead-in part's PPT to multimodal PPT design and high school English teaching?

**Index Terms**—PPT courseware, multimodal discourse analysis, meaning construction, function

## I. INTRODUCTION

In recent years, with the development of modern educational technology and the reform of foreign language teaching ideas, PPT courseware characterized by various modes (including text, images, sound, color, movement, etc) can attract learners' attention from multiple channels, and in a certain extent it can strengthen the input of language information, which has become a popular aided way for foreign language teaching. Multimodality has become one of the main characteristics of PPT courseware, and Multimodal Discourse Analysis (MDA in short) considers how texts draw on modes of communication such as pictures, film, video, images and sound in combination with words to make meaning. It has examined print genres as well as genres such as web pages, film and television programs. It considers how multimodal texts are designed and how semiotic tools such as color, framing, focus and positioning of elements contribute to the making of meaning in these texts (Hyland, 2017, p170).

After a brief view of the studies on PPT courseware in multimodal foreign language teaching at home and abroad, we can see the initial research representative of MDA is R. Barthes. He analyzes the interaction between the images and the language in his book *Rhetoric of Image* (1997). And the earliest study on PPT courseware of English language teaching is known as the US. Nowadays, there are also many excellent works in this field in China:

Li Jun and Liu Qionghua (2004) explores the ways which can use PPT to design the interactive multimedia courseware. Zhang Zheng (2010,2013) carries out a series of exploration and research to find out the influence of multimodal PPT teaching on students' learning attitude and how to effectively use the "design" to cultivate students' multi-literacies. Hu Zhuanglin and Dong Jia (2006) analyze the contest of PPT presentation used in 2005 Australian Cultural Festival of Renm in University of China. They discussed the construction meaning of multimodal PPT from the perspective of the theoretical and practical angle. According to the PPT of 30 non-English majors, Wei Qinhong (2009) finds that the current college students' multi-literacies are relatively weak. Zhang Delu (2015, 2018) has developed a new functional synthetic framework for MDA.

Although educators realize the existence of multimodality in class discourse, they presume that multimodality is the assistant expression system of language. This standpoint is opposite to the actual situation. New information and communication technologies provide a variety of semiotic resources. There are many elements in meaning-construction process, for instance, visual, auditive, spatial and other semiotic mode. In the view of this situation, it is necessary to explore how to integrate different semiotic resources in foreign language teaching to better serve the meaning construction in the whole teaching process.

## II. THE SYSTEMIC FUNCTIONAL APPROACH TO MULTIMODAL DISCOURSE ANALYSIS

Systemic functional approach is well placed to provide theoretical tools for MDA because it's a social semiotic theory where the meaning is seen to be context-dependent. Up to now, the Systemic Functional theory has provided a

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comprehensive approach to language (Halliday 2002, 2004; Martin and Rose 2003). O' Halloran (2005) proposes that what should be attached to the importance are the functionality and grammar of language, visual images and mathematical symbol, and theorization of how these different choices integrate together to construct meaning. The major focus of Systemic Functional theory for MDA is Halliday's (1978, 2004) meta-functional principle, which provides a useful platform for theorizing how semiotic resources interact to create meaning.

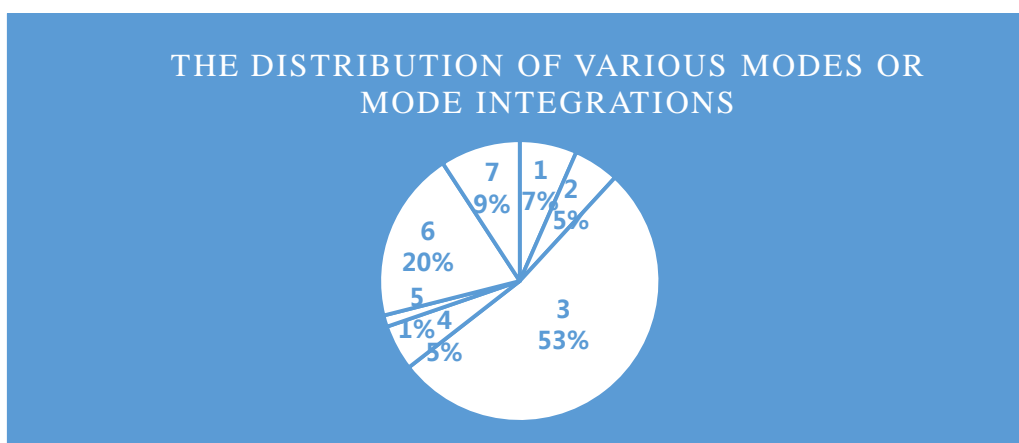
In any social semiosis, three meta-functions influence the semantic stratum, which are ideational (for representation), interpersonal (for interaction) and textual (for information flow) meta-function. Their organization is implemented on to context, and represented through three registers: field, tenor and mode. Field concerns about what is happening in social practices and the essence of the social activity; tenor deals with social relations: who is taking part in the nature of participants: their status and roles; mode refers to the role and channel semiosis plays, the expectation from the participants of these semiosis in a particular situation (Martin, 1997).

According to the PPT courseware analysis framework of Zhang Delu (2015), each PPT could be divided into three main stages: lead-in, text-learning and post-reading tasks. The text mode, graphic-text integration and audio-text or video-text integration are employed to achieve the ideational, interpersonal and textual meaning in the PPT courseware. So in this paper, we try to count the frequency of different modes in the lead-in part and then analyze the relations of different mode integrations to find its role and functions in the whole teaching process. We hope this study can bring certain reference and guidance to high school front-line teachers when they are making PPT courseware.

### III. DATA COLLECTION AND ANALYSIS

#### A. Data Collection

In this section, it's mainly about the lead-in part's data collection of 30 PPT courseware and the distribution of various modes and mode integrations as follows.



序号	Mode or Mode Integration	Number	Ration
1	Text (highlighting & movement)	5	6.58%
2	Image & text (static)	4	5.26%
3	Image & text & movements & animation	40	52.63%
4	Audio & video & flash & text	4	5.26%
5	Single text (static)	1	1.32%
6	Single graph (static)	15	19.74%
7	Background & graph (dynamic)	7	9.21%
	<b>Number</b>	<b>76</b>	<b>100%</b>

#### B. Detailed Analysis of Some Typical PPT Slides

The three meta-functions put forward by Halliday are closely related and intertwined. Through the visual mode or auditory mode to import the text title and background knowledge related to the text subject, so as to realize the ideational function of PPT courseware. At the same time, by using the materials imported already to arouse students' interest in the subject and enthusiasm for participation as much as possible, which could realize the interpersonal function of PPT courseware. The textual meaning refers to the function of combining the ideational meaning and interpersonal meaning together to form a semantic unity. Among other things, the lead-in part as the first part of the courseware, can play a leading role in the whole courseware through the setting of teaching objectives and teaching steps, and realize the interactive function of each part, so as to realize the function of PPT courseware. So, next, we are going to analyze several typical slides of different type of mode integrations.

##### 1. Use of text and image mode

From the table above, we find that up to 52.63% PPT slides in lead-in part are based on text and image mode

supplemented by highlighting means (color, typographic design, animation and movements). Generally speaking, text mode is the main mode with which image mode often goes. But as the table shows, the rates of single text mode dynamic and static are only up 6.58% and 1.32% respectively, which shows students' preference in class. And images could provide more vivid and visualized information than the text sometimes, which is usually used to as an assistant of the text for a better understanding.

Here are the two selected slides from the lead-in part showing the typicality.



Figure 1

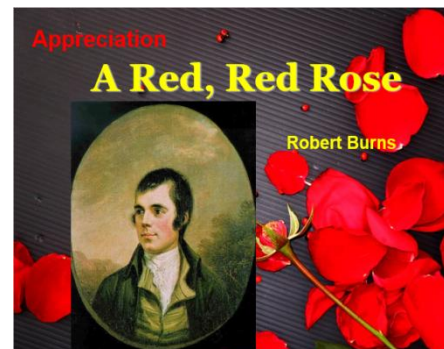


Figure 2

No. 6 courseware mainly talks about “Festivals”, so the teacher designs several pictures about different festivals to arouse students' interest (Figure 1). This slides mainly adapts pictures accompanied by words and movements. And those pictures are all about Chinese traditional festival with various customs. Text mode is used to ask questions so students could use those pictures as clues to figure out what festivals they are and what kind of activity they would do. The mode integration of text and images would help students have a better understanding about the topic and it could also attract students' attention and passion about this class. No.13 courseware is mainly about poem appreciation (Figure 2). For the title presentation, the slide mainly includes the text mode with different colors, a photo about the poet and a picture about red rose used as the background. So, this slide provides a lot of information with different modes even though there are just several words. This kind of design would be much easier for students to understand the main topic of this class and it's also much funny and interesting.

## 2. Use of audio and video mode

One of the most important purposes of courseware is to assist the teaching goals of improving students' communicative ability and problem-solving capability (Zhang, 2015). In order to improve their communicative ability, students firstly need to be close to the real language situation, so a lot of courseware in the first part are designed to represent some slides about film, animation, music, video and other mode resources. Those kind of modes could be more vivid and they could create a comparatively real situation which would involve students in the learning process. On the whole, the proper uses of the audio and video modes can enhance the acceptability and interestingness. Just as Hu (2007) said, these modes actually realize the designers' purpose of assisted learning. due to the rapid development and popularization of multi-medias and information technology, the audio and video modes should be adopted to PPT courseware teaching properly.

Here are another two selected slides from the lead-in part showing the typicality.



Figure 3



Figure 4

No.9 courseware applies a short piece of video at the very beginning to arouse students' interest. What's more, this video is dubbed by students before, so it's a very good instance of lead-in to introduce the topic of this class (Figure 3). Meanwhile, this video is such a household story that almost every youth and old in China knows it, which could easily arouse students' sympathy, students, therefore would get into the class quickly. No.25 also applies a piece of video to initiate its topic. Students are required to watch the video clip and then guess the main idea it mainly talks about. The teacher first gives students a task and then students will watch the video carefully with a clear purpose (Figure 4). And



we can see obviously that this video is made by the teacher himself, so it's closer to students' daily life and students would be much more interested in it, which could be more sufficient and efficient.

### 3. Use of single text or graph mode

Although we know different modes or mode integrations would serve better to the meaning construction of PPT courseware, this is just one of the means we could use to improve the class efficiency, they are just used as an assistant to help teachers and students cooperate better but not indispensable. And at times, only single text mode or graph mode is enough to convey the meaning what the teacher wants to transfer, the use of other modes as complement would be no good to the transformation of information, instead, it could cause the information redundancy. Therefore, the use of various modes or mode integrations should not be randomly but should be taken into careful consideration. The teacher should think about the efficacy of the mode usage and use it economically and moderately.

Here are the two selected slides from the lead-in part showing the typicality.

#### Speaking

I like...because...  
 I like...because the game not only...  
 but ... as well.  
 The sport brings me...  
 The sport also helps me ...

Figure 5



Figure 6

No. 30 is about a writing class (Figure 5), so at the lead-in part, the teacher just uses some sentence patterns to introduce the main point of this class, and you will find the whole PPT courseware just use text mode without none of other modes or mode integrations. That is reasonable, because about writing class, students just need to understand some sentence patterns and expressions to express their thoughts, and those patterns and useful expressions are enough for them to achieve this goal. If the teacher designs the PPT courseware with too many other modes, it could distract students' attention and make the purpose of this class unclear. The use of single text mode would concentrate students' attention and let them know what they need to learn and what kind of knowledge they need to handle.

No. 24 is also quite typical for it uses up to 13 PPT slides in the lead-in part, and all of which are images (Figure 6). Because its topic is about traveling, so at the very beginning, the teacher uses a series of pictures to show the scenery of the tourist destination which he is going to talk about latter. The teacher only uses single pictures without any other modes in order to create the traveling atmosphere for students, which would be useful to let students immerse in the mood of traveling. And from those pictures, students would have an overall understanding of the topic even without any text on it. So, it would also be a very sufficient way to use single graph in the lead-in part, which is all depend on what topic you are going to talk about.

But it also should be reminded that some visual materials in multimodal text help to establish context, which directly involves the construal of context, so it is important for the understanding of text. On the contrary, written text is also important for the interpretation of images. In multimodal discourse, written language is connected with visual images through the layout of the text, and readers need to understand the exact meaning of images under the help of text. For some readers, pictures in multimodal discourse may become the main communicative mode, and language plays an auxiliary role in it.

### C. The Functions Realized by Various Modes or Mode Integrations

According to the meta-function theory of Systemic Functional Linguistics, the design and production of PPT courseware depend on three aspects: courseware content, object and structure, which correspond to ideational meaning, interpersonal meaning and contextual meaning respectively. And from the detailed analysis above, we could see that different functions are mainly realized by various modes or mode integrations, but those modes or mode integrations are not exclusive. Some mode or mode integration could serve to realize more than more functions. That is reasonable, because all those modes or mode integrations are used to realize the meaning of the whole multimodal discourse.

#### 1. Ideational Function

The ideational meaning of the lead-in part is mainly realized through the text mode. Semiotic resources such as pictures, movements and colors are all used to make the concept of text mode more intuitive and prominent. The theme content and cultural background is dominated by text mode, or by picture, audio, video, and its main mode must be closely related to the theme. And from this we need to break the limitation of our traditional convention that only text could be used to realize ideational function. But even though the combination of text and image would realize the ideational meaning better. There are also some differences here: we need to know whether those two modes are of equal status. If image and text are independent, there could be four possible situations: exposition, extension, enhancement

and logical. If image and text are of unequal status, that is to say, either image subordinate to text, which would have two situations: exposition and extension; or text subordinate to image, namely exposition.

## 2. Interpersonal Function

The interpersonal meaning is mainly embodied in the introduction of content and cultural background, which is mainly based on the modes such as images and videos, and it would provide a real simulated situation and let students to actively participate in the teaching process. Students need to interact with other students or teacher or the surroundings so that they could get some information about the condition. And visual mode would be the most efficient and direct way to arouse students' emotional resonance, they could get something useful through the interaction with some certain colors or characters on images. Meanwhile, some video would also make students to think about something they are familiar with or they have experienced before, which could remind them of some background knowledge to help them make a connection between the old and the new information.

## 3. Textual Function

The textual meaning is realized by structure diagram, typographic design, etc. When various modes interact with each other to realize the function of discourse, they reflect the features of the multi-modal discourse genre of PPT courseware, such as systematicness, continuity and dynamics (Zhang, 2015). And from the lead-in part, most teacher would prefer to use diagram to show their teaching procedures and their goals of each step, especially in No. 21 courseware. It's a writing class, so the teacher first gives his whole teaching procedures to let students know his final destination. It is the reason why at first he just introduces some vocabularies about a certain topic and give some sentence structure, which would be useful when students start their writing practice.

## 4. Summary

In this chapter, a relatively detailed analysis of multimodal features has been given by discussing lead-in part of the 10<sup>th</sup> National Demonstration Lectures for High School English Teachers. And from this analysis we could see different modes or mode integrations would be used to construct the meaning of PPT courseware. As for what kind of mode or mode integration should be chosen is all depend on what kind of topic teachers are going to talk about. No matter what kind of mode or mode integration they use, it all serves to the meaning construction and transformation. Those modes or mode integrations are just used as assistant to help teachers attract students' attention and let them have a better understanding of the main idea of the class. So, moderate and sufficient use of mode and mode integration is necessary. If it hinders teacher's teaching process or students' acquisition and understanding, it should be removed.

## IV. CONCLUSION

PPT courseware is just a tool used to assist teacher's teaching process, so it should be designed under the principles of efficiency and economy. With the limited vigor, teachers should know the relations and functions of different integrations of mode so as to use it more efficiently. They should choose modes properly to maximize meaning construction. The selection of modes is not arbitrary. According Royce's *Intersemiotic Complementarity*, the mutual cooperation and complement of visual mode and text mode in a multimodal discourse is necessary. So the designer should pay special attention to the synergy, strengthen and complement between different modes.

### A. Major Findings

The result shows that the PPT courseware of the lead-in part mainly uses visual modes and audio modes. A good deal of utilization of the combination of image and text can transmit knowledge effectively, which can provide a multimodal learning atmosphere for students. The regular and systematical typography can make every section logical and structured. The playing of recording and videos can practice students' listening and speaking. Meanwhile, the discourse meaning of the lead-in part PPT courseware is realized by co-construction of different modes which can be reflected from three aspects, including the ideational meaning realization of image and text, the interpersonal meaning realization of image and color, and the textual meaning realization of diagram and typography. The form of image and text, however, plays a vital role in the meaning realization of inter-semiotic relations. When designing the PPT courseware for middle school teaching, choosing modes properly to maximize meaning construction and collocating modes effectively to optimize meaning construction are the vital factors which should be taken into consideration.

The development of multimodal discourse analysis has been meaningful for language teaching. Although traditional teaching has realized multimodal teaching, new technologies provide more ways to realize multimodality in class. With the integrated multimodal resources in English teaching process, quality of teaching can be improved greatly. What's more, learners can apply and experience different mode, which will improve learners' multi-literacies. Multimodality could also foster the students' social adaptation, which helps them meet the challenges from the economic globalization and cultural diversity.

### B. Limitations and Suggestions for Further Studies

The research object of this paper is only 30 PPT courseware of the 10th National Demonstration Lectures for High School English Teachers, so the research sample is not big enough to summarize the universal characteristics of high school PPT courseware. And the type of each lesson is not unified, although most of them are about reading class, there are several classes about speaking, listening and writing. And the author did not exclude them. But the features of those



kinds of PPT courseware should be quite different from the reading class for it has different teaching objectives. So, although the author has tried her best to analyze those materials objectively, some subjectivity during the analyzing process could not be avoided.

At present, PPT courseware in English teaching at different stages is so prevailing and the application of multimodal discourse is becoming more and more extensive in English teaching research, those two are closely intertwined, so the author hope this study can bring certain referential value to English teachers. We do hope that more front-line teachers can integrate theory with practice to make more innovative research and discussion about the application of PPT courseware in multimodal. So teachers could better play the role of various modes and mode integrations in the PPT courseware in teaching process, and finally improve student's interest and attention, deepen their understanding of knowledge and cultivate their multi-literacies.

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# The Relationships in Novels from the Perspective of Literary Ethics—Taking the Film *Lolita* as an Example

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**Abstract**—Vladimir Vladimirovich Nabokov is an outstanding and productive Russian-American writer. As the epitome work of the writer, *Lolita* must be the most controversial novel without doubt. This novel has been adapted into two versions of films: 1962 version and 1997 version. This paper will analyze the 1997 version of *Lolita* directed by Adrian Lyne. Most critics have mainly conducted the analysis of the film from the perspective of ethnics, postmodernism, narrative strategy, time as well as the image of death. However, there are few, if any, researches done from the perspective of literary ethics to dig into the relationships in the film. With the integration of ethics methods and literary research methods, literary ethics serves as a major new criticism approach and is mainly employed to conduct the analysis of literature. With the ethical factors unveiled in *Lolita*, this paper seeks to analyze three relationships: human beings and society, human beings and self, ethics and truth. The paper interprets the film *Lolita* from the perspective of literary ethics, explores the relationships in the film, exploits Vladimir Vladimirovich Nabokov's pursuit of truth, kindness and beauty, and also hopes to provide a new direction for later research on the film *Lolita*.

**Index Terms**—*Lolita*, literary ethics, human-society, human-self, ethics-truth

## I. INTRODUCTION

Few literary characters have gone out of the original work to become a cultural symbol, and “Lolita” is such a cultural fit. The first sentence of Vladimir Nabokov's novel begins like this: “Lolita, the light of my life, the fire I want to read, my sin, my soul”. Rational people might say that a middle-aged uncle's obsession with a 12-year-old girl is abnormal. The sensuous man might say two rootless vagrants come together, they are only victims of the times, and there is a living case of facts at that time. The controversy of this novel is to describe Humbert's obsession with and love for the young girl Lolita from the perspective of the violator, who writes the innocence and ignorance of Lolita girls as a temptation to himself. It is not a third-party description of documentary writing, but rather Humbert's self-defense of his paedophilia. Therefore, it angered the conservative religious society of the time. But a world-recognized book of wonders needs to describe the moral criticism of the character's heart, and make readers think with lost words, dreamy scenes, and extreme stories: He used Lolita to criticize every aspect of American social life. Lolita's original film has two versions of films. One is a black and white film directed by Stanley Kubrick in 1962. Kubrick bought the copyright of the novel for 1.5 million dollars at that time, and because of the strong “Hans Code” system at that time, the film used black and white film, also did not make an article on the scale, but highlighted the original work joke, the satirical part, added to the film's suspense, became a black humorous masterpiece (Wang Jianping, 2006). In general, “Lolita”, a literary work that reflects humanity with its unique vision, has become a kind of “symbol” that explores the transformation of human nature and the anti-tradition in the study of historical literature. But it reveals, in some ways, something naked and unavoidable in human nature: desire and moral rebellion. This article will closely adhere to the concept of literary ethics and the perspective of research, take the film version of Lolita as the model of study, try to explore the true connotation of the film and the enlightenment and breakthrough to the study of ethical novels. The most important thing is to probe into the feudal era under the rule of American ethics and religion through the systematic analysis of the character image, what kind of impact this kind of literature film and television will bring to the society, what kind of influence it will bring to the test of human nature. This is the core purpose of thesis writing.

## II. THEORETICAL BASIS AND LITERATURE REVIEW

### A. Theoretical Basis

Western literary ethics has come into a second life from 1980s to the early 21st century and oriented towards literary ethics criticism. The researches on literary ethics which have been conducted in the end of the twentieth and twenty-first century suggest that literary ethics has been unlocked from Formalistic Approaches, Structuralist criticism, psychoanalysis, feminist criticism and cultural criticism and thus achieved the ethical coming back of literary criticism. Beyond that, literary ethics has set a paradigm and fostered a brand new criticism hit. However, as Richard a Posner

says, “literary ethics criticism is just a broad concept in western society” (Richard A Posner, 1998).

Literary ethics is still a relatively broad concept. An excellent literary ethics mainly includes criticizing or analyzing the corresponding behavior or ideology based on certain social moral norms. Half of literary ethics will involve human relations, social moral concepts, and more importantly, many literary ethics will involve pornography and sex. Integrated with literature, art theory, ethical theories, philosophical ideas and sociology, the subject of literary ethics has emerged in a natural way. Since it was put forward, literary ethics criticism has been paid more and more attention by scholars on the basis of the uniqueness of its critical perspective and the originality of its critical methods. Literary criticism method, which has been reconstructed and improved based on painting lessons from western ethical criticism and Chinese moral criticism, provides a possibility for fully understanding the complexity of literature and interpreting literature from a new point of view. Booth realized that the term “ethics” tends to be easily misunderstood as a kind of criticism based on some ethical standard. In his opinion, ethical judgement is just a small part of ethical criticism (Wayne C. Booth, 1988).

John Schad believes that ethical criticism should be thought as a matrix, a center of mutual exchange of various terms and rhetoric, sources of disciplines and convergence with itself (John Schad, 1992). Therefore, as literary ethical criticism develops and improves its theoretical construction, it is also necessary to integrate with the criticism methods and literature of psychology, history, religion and other disciplines. That means to further construct an inclusive and comprehensive foundation for ethical criticism theory. Some scholars believe that in order to make a breakthrough in the future development of literary ethics criticism, the accurate grasp of the current social ethics connotation should not be ignored. Nie Zhenzhao partly has learned from the ethical literary criticism theory and believes that the process of human’s evolution from ape to man is the first choice that humankind has ever made in the long history, namely, the Darwin's natural selection (Nie Zhenzhao, 2011). It can solve the problem of the source of the human beings but that people get the essence of man is implemented by the ethical choice from birth to death. Life is made up of individual ethical choices, and we are living in the ethical choice which is evolved through natural selection. Because of the rapid development and drastic changes of contemporary society, the concept of human ethics is bound to change greatly, and then the connotation of literary ethics criticism is different from that of traditional ethics criticism. As far as western literary ethics is concerned, it mainly refers to most of the Chinese literary criticism over the past 100 years, especially over half a century, comes from the west. Nie Zhenzhao has made a summary of some necessary parts in literary ethics criticism, including the relationship between writers and the writing, the works, the relationship between writers and their works. As for works, they should analyze and research the correlation between literary works and all types of ethical phenomenon in real society the works exhibit. That means how literary works mirror ethical and moral phenomenon in actual life through exhibiting a virtual world. Besides, they should also study the ethical trend reflected in literary outputs and literature’s values on society and ethics (Nie Zhenzhao, 2004).

#### B. Literature Review

Criticism methods featured prominently in literary theory of the twentieth century in the western countries, which was mainly reflected by a constantly increasing number of criticism theories and continued development to this day, which contributed to what many scholars called “the century of literary theory”. Since the beginning of modern times, Chinese literary researchers, including those who are engaged in literary criticism and literary theory, have adopted western critical methods, and ethics is not meta-ethics. The difference is that meta-ethics studies “what ethics is” and provides metaphysical presupposition for ethics. Ethics is actually “ethicist ethics”, which is the basis of ethical norms to be obeyed by ethicists, and western ethics has a very strong religious flavor. The origin of western ethics can be traced back to the rhetoric ethics of ancient Rome and ancient Greece, which covers the theories of Whitley, Compabail, Socrates, Plato, Aristotle and so on.

There are many achievements in the study of communication ethics, which are recognized as some famous theories of the absolute moral spirit in the West. Romane Clark has put forward four points of importance and reasons for the moral functions and educational functions of literature. Firstly, it centers on people’s soul and the development of standardization; secondly, ethical emotions produce need for religion; thirdly, religious belief is beneficial to the formation of positive ethical emotions and thus develops into one of tools for ethical education; fourthly, the importance of religion cannot be ignored and historical education should be strengthened (Romane Clark, 1988). Examples include Kant's absolute orders, Rawls’s admiration for ignorance, Aristotle’s middle principles and Mill’s principle of maximum happiness. The literary ethics used in the thesis is a universal critical theory of literature in China and the West, and is explored from the perspectives of human nature, social responsibility and literature in pursuit of life and art.

### III. THE INTRODUCTION OF THE FILM

The film *Lolita* that is adapted from the novel written by Nabokov, a famous Russian-American writer, has been prohibited from publishing for many years because it tells stories about unruly love between Lolita and Humbert in the book, which was not allowed by American morality. But as time went by, people began to realize the amazing beauty of the works and the exquisite beyond the times, which made her rediscovered again and again. As an erotic film, *Lolita*, especially Adrian Lynn, director of the 1997 edition of the film, fully grasps the American characteristics of openness and stubbornness on the one hand, and strives to pursue the ultimate expressionist aesthetics in the atmosphere, emotion,

form and means of erotic expression, thus making the film a success.

It's hard to forget that 14-year-old Lolita was lying on the lawn. It is beautiful, but also full of temptation, misty sunshine and mist, green garden, let Lolita appear as a scene full of poetic beauty. The protagonist, Humbert, a European immigrant who has received higher education but has acted beyond the scope of morality, falls in love with a lovely but dangerous and ruthless adolescent girl and begins a crazy love affair. Nabokov breaks through the fixed expression patterns of sex, morality and aesthetics, and combines the structure and narrative language of the film to form a mischievous fantasy. The script retains the wisdom and poetic language of the novel, but considering the limitation of large screen presentation, the story is quite different from the novel. It will be an exciting and satisfying reading experience for readers.

#### IV. THE INTERPRETATION OF RELATIONSHIPS IN *LOLITA*

##### A. *The Detached Relationship between Humbert and Society*

Ethic is broader and wider in terms of area and field and represents the issue of how people live, while morality is more specific, mainly refers to the rights and obligations of people have as individuals in society and is a choice between right and wrong. In the film, when Humbert gradually dropped into the love and sexual desire and wanted to take the possession of Lolita, he came to realize one important ethical issue, that is, Charlotte was the obstacle between him and Lolita and the best way to solve this problem is to let Charlotte vanish. But Humbert did not turn his ideas into practice because he knew that was crime and just played the scheme in his mind, only a kind of "imagining crime". However, to his surprise, Charlotte accidentally found his diary and thus knew all of his secrets. After that, Charlotte cried and rushed out of her house, dying of traffic accident. This is an important turning point and a tricky design (Wang Zhuo, 2015). The combination of Humbert and Charlotte leads to the ethical relationship between him and Lolita. The accident that happened to Charlotte means all the obstacles have been cleared out, making it possible for Humbert to be with Lolita and not to practice his "imagining crime" and be accountable for legal responsibility and ethical criticism.

In general logic, now that all the obstructions have been dispersed, Humbert should have expected an exciting prospect and enjoy endless pleasure, but the truth is not like that (Nie Zhenzhao, 2010). New ethical confusion and fear floods him: how could he define the relationship between him and Lolita? Although he can get rid of the stepfather-daughter relationship with Lolita, he cannot be with Lolita naturally. As far as social civilization and ethical environment of the time are concerned, it is abnormal to purpose to a girl who is only 12 years old and unacceptable in the whole society. For this, Humbert even looked up relevant legal regulations and books to look for some possibilities for him to marry Lolita. On the way to leave their home, Humbert tried to let Lolita sleep with the use of hypnotics to appreciate the beauty of the girl closely. Back then Humbert did not have the lust to possess her. Humbert sexually desires for Lolita not in a general meaning but out of a pursuit for illusionary beauty and obsession with the lust. Like some critics said, "the old Europe raped the young America" or "the young America lured the old Europe", anyway, Humbert took the first brave step and broke the traditional ethical taboo, starting an abnormal love with Lolita.

Humankind has become the core and center of the literary writing since the term literature was created. A great number of writers have described and explored realistic and poetical human nature in order to exhibit and dig into people's different backgrounds of their living and their internal world in the depth. What is more, it is obvious that nobody lives in an isolated way and all people belong to and reside in a certain community (Liu Jie, 2012). And writers cannot immune them from describing various relationships between people and the community where they belong if they want to embark on literary works. Hence the connection between humankind and the society naturally turns into the main relationship in literary description. Besides, criticism as well comments on the relationship between human and the society so as to mirror the significant and prominent role of humankind. As a result, as Professor Li Dingqing says, literature play as a mirror of social life and strives to show realistic life and disclose important values and profound meaning in life (Li Dingqing, 2006). The film shows its audience a clear map of how people live and what ideal and spiritual state they are into in America which has gone through the disaster the Second War caused. Nabokov described American family, marriage as well sexual conditions. And the family relationships among Lolita and her family as well as Humbert and his family. Humbert got married out of some kind of promise instead of due to true love, and his sexual education which should have been given by his parents is lost. No matter in whose family life, there are so many absent things such as marriage and sexual education.

The film vividly depicts American people's survival and psychological condition after the Second World War. Relationships within a family play a significant part in the relationship between people and society as well as children's growing up. Humbert, the leading character, is blessed with solid financial basis and glorious fame, but he loses his mother when he is three years old while his father is buried in his work and busy with social activities without showing any care and love about his son. This lousy and miserable childhood finally has a profound and significant influence on Humbert's whole life. The life of Lolita, another protagonist in the film, is also painful as her family is not harmonious and unpleasing. Lolita loses her father and her mother does not care about her so much or even is harsh on her with regard to her mother's attitudes. Her mother's strictness and impatience triggers Lolita's revolt. Besides that, Lolita is also influenced by her mother's lust for luxuries and extravagant lifestyles in terms of her aesthetic standard.

Neither Humbert nor Lolita is warmed and cared about by their respective families. This kind of unhealthy and disharmonious family relations leads to abnormal social relations. At the end of the film, Lolita becomes a mother of her

own child and tries her best to give enough care and love as she can to her baby, which exactly reflects the humanity sentiments. As Martha C points out, values judgement in the course of ethical criticism has the features of complexity and multidimension, which is similar to the process of selecting an item with the quality as the standard. Each item has its own distinctive value no matter which one is selected (Nussbaum M C, 1990). Their so-called abnormal love cannot be easily judged with regard to their family background.

### *B. The Relationship between Humbert and Self*

As Lolita grew up, Lolita started to get tired of their vagabondage and their abnormal relationship, so she secretly saved money and schemed to escape. Humbert was too dependent on Lolita as he was accused by ethical criticism. Therefore, Lolita escaping was such a hit to him and took away all of his security sense. He then began to search for her insanely and lived a wandering life. He received a help letter from Lolita three years later when she was a married woman and pined away and no longer was a beauty as before. Meanwhile, he knew that she was lured by the indecent playwright Quilty and forced to shoot porn movies. And after Quilty fooled Lolita, she was married to a reliable man named Dick and lived a miserable life. Knowing all of the story, Humbert was filled with mixed feelings and had no idea which identity he should use to meet Lolita, stepfather or lover. The ethical dilemma made him painful and ashamed. He wanted to kill Dick but did not do it because he believed that Dick was capable to give Lolita a normal and happy life. He was not jealous but gave a lot of wealth to Lolita. At the time, Humbert showed up as her stepfather and delivered the duties of a father. He hoped to help Lolita and wished that Lolita could live a happy life.

Later Humbert found Quilty and shot him and now, Humbert played the role of lover and the one he killed was his rival in love. Having killed Quilty, Humbert felt comfortable and easy. That was because he finally got rid of the ethical dilemma which had bothered him for a long time and did not have to suffer from the torture and pain. Quilty appeared in the film as a mysterious image and until the end of the film his identity was disclosed. Actually, Quilty was another Humbert, the mirroring image of dark and degenerated, which was demonstrated in the fact that Humbert always regarded Quilty as the rival of the same power. That meant Quilty was the incarnation of dark Humbert, the one who had sex with Lolita and escaped the reality, the soul which suffered from ethical confusion and moral fear. In fact, what the Humbert killed was the evil side, the dark side and the side which he hated. The murder represented the final rational verdict and the ultimate trial, which was why Humbert chose to let Quilty announce the death warrant. Humbert's ethical awareness and situation at the beginning of the story indicated his ruin.

It is most intrinsic and difficult to probe into, among all types of relationships, the one between human and the internal world, that is to say, the one between a man and himself. Of all the functions of literature, one capacity is to discover what human's nature is and what their inner world is like. There are chances for literature to disclose and dig into how deep and wide the human nature is, as an individual is closely associated with his inner world instead of being isolated from each other. One of aims of ethical literary criticism is to expound and interpret the intrinsic and hidden values expressed in one certain literary work. Since human existed on earth and came to be true humankind differentiated from animals, the final task has been to probe into the relationship between human and self. Over three millenniums ago, humankind cast concerns about himself and got the desire to truly know the internal world and dive into the nature of himself.

As the exploration of the relationship between people and self is focused on the character Humbert, the film actually tells that Humbert's aspiration is the reflection of his desire for love and spirit dependence. First, he is a boy who has a miserable and painful experience and the truth that his first girlfriend and mother pass away has caused profound influence on him. In his childhood when he does not get enough love and care from his mother resulting from his mother's early death and from his father, Humbert hopes that he can get love from his first girlfriend Annabel to make up for what he has not got from his mother. When Annabel dies, Humbert tries to obtain the similar love of other girls to the love of Annabel as a way to have another chance to console himself and fix the broken heart. This emotional development is an important reason for his being a pedophile.

In Humbert's eyes, Lolita is the replacement of Annabel and wants Lolita to be his sexy girl forever. At last, Humbert strives to look for Lolita after she leaves. But what he has chased after is actually not Lolita, instead, the unforgettable and happy memories he has spent with Lolita are the prey. Just like Annabel, Lolita leaves, too. At the moment, Humbert comes to realize that the past time cannot be found and reached no matter how hard he tries.

Humbert is most likely to be a normal social person when he is with Lolita. But when he receives the letter from Lolita, he determines to leave Lolita, which marks his spiritual aspiration is deemed to be a failure. The end of the film mainly talks about the Humbert's self-confession. And what he fails is that he ruins one girl's life. The shift from a miserable boy through a pedophile to a normal social person of self-confession turns his sexual love into real love for Lolita. The final guilty and confession of Humbert is the core of the film and the reflection of the original writer's humanity.

### *C. The Relationship between Ethics and Truth*

The task of ethical criticism is not to comment on whether the story breaks the moral rules or not but to analyze the profound influence of the story on readers' quality, emotions and values. Humbert was a poet full of illusion before fornication came to his mind and kept searching for sexy girls like Annabel to fill his desire. He was in normal relationships with social women but felt depressed and painful instead of satisfied and happy. He harbored strong desire

for every sexy girl and was close to be insane. But he did not do anything evil and illegal as he already was clearly aware of ethical issues and knew it was not allowed to have sex with girls. He was ashamed and guilty, and later he got married in order to get away from the pain and fear brought about by unethical thoughts. At that time, he hoped to transform his ethical ideas by resorting to the external environment and internal introspection as a way to get back to the normal social order, which reflects the struggle between his self-control and. Literary ethics believes that “the Sphinx factor consists of two parts: human factor and beast factor”. These two factors are organically integrated and the human factor is the high-level factor while the beast factor the low-level factor. But the former can control the latter and thus make human beings have ethical awareness (Nie Zhenzhao, 2011).

Humbert completely turned his illusion into Lolita from Annabel until he met Lolita and gradually fell into the abyss of ethical taboos and lost the power of escaping. In order to get Lolita and stay with her for the rest of his life, Humbert decided to marry Charlotte and then naturally become the father of Lolita. In later life, Humbert paid close attention to every move and smile of Lolita and appreciated her charming and tempting body. Beyond that, he did a series of petty action like often showing tender care for her and hugging her. New happiness was full of his heart and mind but he also felt miserable, so he had to take control of and suppress the sexual desires deep into his heart so as to secure the 12-year-old girl’s purity. As an adult of ethical awareness, Humbert knew his thoughts were immoral and filthy as well as unacceptable to the whole society. Therefore, he kept self-introspecting and tried to fight against his emotions with reason. He was afraid that the beast factor would ultimately beat the human factor if he let the ideas be. Therefore, Humbert is twined by ethical confusion and fear and dropped into an ethical trap that he could not escape from. As a modern knowledgeable professor, Humbert was sober-minded about what the outcome could be in the future be he the slave of his desire. The conflict between individual life nature and social orders was getting more and more incompatible and the struggle with ethical awareness was becoming more and more fierce. The story would step into an irreversible result.

The interpretation of Lolita as a "moral novel" is controversial: judging Lolita from a moral point of view may fundamentally misread Nabokov’s intention to write. For Nabokov-style writers, readers who hold such views argue that "the purpose of literature and art is literature and art itself, and its existence is for beauty. The “literariness”, “aesthetic consciousness” of the novel and the criticism of the novel as moral preaching form the inner clue of their argumentation. If the moral interpretation of Lolita is included in the context of the traditional text, then the highly respected “aesthetic consciousness” is often in conflict with morality. Furthermore, the moral interpretation of the novel (at least Nabokov’s works) is likely to be based on an anti-literary viewpoint. It should be said that this is a very strong assertion. Another expression of this view is that morality and literature are external to each other, and literature is fundamentally independent of morality, but related to “style”. In a nutshell, style is beauty, and it has nothing to do with morality. Although the story described in the novel is an inexorable relationship between an adult man and a heterosexual underage girl. It can be said that it is “paedophilia” as far as ethics and sociology are concerned, whether it is in the real society of the United States or in the real society of different countries, and from the perspective of ethics, these are the greatest boldness. The most real depiction of human nature and aesthetics are indisputable as far as literature and art are concerned. But as far as social ethical reality is concerned, social groups under secular culture cannot accept such a relationship which is contrary to ethics and is suspected of being criminal. The emotion advocated in Lolita is a case-by-case interpretation of human feelings and human lust from the development of human nature and objective society. Such an interpretation is like revealing a secret hidden in human nature, and it is the same ethical idea of humanity that is hidden in the depths of human nature and is not revealed by society. It’s just that the author highlights what is real and not accepted by society. From this point of view, ethics has social conventions and social generality, and what is true may not be completely negated. Through the expression of the novel and its adapted film contents, there is an internal conflict between authenticity and ethics. The real things may not be accepted by ethics, but the things accepted by ethics sometimes may not be the true truth. On the screen of the movie version, there is a paragraph like this: “I look at her, look at it and look at it again and again”. Almost all the scenes of desire are from the point of view of the male protagonist’s eyes, greedily and admirably show us every exquisite curve and unembellished delicate behavior. Every new expression of Lolita, with a great deal of action, makes the heart beat faster for fear of being discovered the secret. This long, tormented pleasure may be more confusing than naked hand-to-hand fights. Although this is a sad film, but the scene in the film is thrilling, random screenshots can also be like a painting. Morality in human nature is an obligation, and we must give the soul a sense of beauty. Ideological is a soul of film, it is a means to explain an era or an individual worth pondering. Therefore, in *Lolita*, the camera and all kinds of content about desire and realistic ethics are well hidden by the natural environment, the eyes of the characters, and the same treatment as the stream of consciousness, which is hazy but shocked. Watching through the film is the struggle of human desire and the return to the real beauty. Compared with the original novel, it is easier to think of a type of empathy and compliment of love.

## V. CONCLUSION

The film, *Lolita* of 1997, gives us a new and dramatic description of the conditions of men and their spiritual state after the World War II. Relevant legal regulations, the communities where human live, conventional customs and moral standards evolve as the society advances. There are close connections among people, for instance, the relationship

between an individual and society where they live, the relationship between ethics and truth, as well as the relationship between human and self, which all have become the main issues over philosophical ideas and literary works reflecting human's life. It can be seen that in the film, a stressed relationship is getting in the way an individual and society. The film vividly shows the audience the presentation of three aspects and clearly exhibit the protagonists' living conditions and their spiritual conditions of the time, helping the audience get a deeper and clearer understanding of Nabokov humanistic concerns and main thoughts. The literary ethics offers a brand new method of analyzing the problems related to ethics and moral problems shown in the movie.

Disorder is full of the society of the time. At that time, both Humbert and Lolita do not get as enough attention and care as they should. There are few, if any, descriptions in the film to demonstrate the harmonious relationship between Lolita's mother and Lolita. Instead, the conflicts and disharmony between them often occur and most of the scenes of them end up with contradictions and displeasure. A lot of people hold the view that marriage is a holy thing and means too much. However, the marriage of Humbert is tarnished by infidelity and betrayal and flooded by hypocrisy and filthy schemes rather the true and loyal love, which represents the painful tragedy to both the individual and the whole society. Humbert is strongly and profoundly influenced by his father's chaotic sexual relationship with different women and immoral conducts. In the final episode of the film, Lolita is going to give birth regardless the fact that she is living such a miserable life and has gone through all of those unfortunate things, which reflects the humanistic ideas of the film and makes the audience be sure that she will definitely be a nice mom. On the part of the correlation between human and society, the end of the film gives a beautiful and warm description.

It is relatively complex and sophisticated to do an analysis of the relationship between an individual and self. The climax of the film is highlighted by Humbert's act of chasing after Lolita and what he has confessed as well as his achieving his aspiration. Humbert spends all of his time of life in searching for his illusionary sexy girl, who plays the role of his spiritual dependence. Humbert's love for Lolita has gone through a shift from sexual desire to pure love. His miserable destiny is doomed due to neither his failure to get Lolita nor his shooting Quilty. All of his fate is determined by his weakness, awakening, and admittance of the fact that he indeed ruins the life of Lolita.

The perspective of literary ethics, the relatively new perspective, serves as the most significant role in analyzing and interpreting the film. But there are still a lot to analyze about the film as the paper has not done a comprehensive analysis on every front and some drawbacks exist in the paper. In conclusion, this paper analyzes the film *Lolita* from these three respects: the relationship between human beings and society, the relationship between human beings and self as well as the relationship between ethics and truth, providing a new perspective for the research of the film and the main thought of the original writer.

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# Linguistic Landscape of Religious Signboards in Ado Ekiti, Nigeria: Culture, Identity and Globalisation

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**Abstract**—This paper focuses on the linguistic landscape (LL) of religious signboards in select areas of Ado Ekiti, Nigeria with a view of establishing the relationship between the languages used on these signboards and the implication for identity, globalisation and culture. Fifty-three LL items were photographed for the study. The areas selected were based on activity level and the number of religious signboards they featured. The data were analysed both quantitatively and qualitatively. The findings revealed the dominance and the pervasiveness of the English language over and across the other languages in the public space. The use of Yoruba texts across the items revealed religio-cultural and loyalist reasons while the use of Arabic confirmed the inherent attachment of the language to Islamic religion, and fostered a religion-based collective identity between the sign writer and the sign reader.

**Index Terms**—linguistic landscape, religious signboards, Nigeria, religio-cultural, collective identity

## I. INTRODUCTION

Linguistic landscape (LL) is concerned with the use of language in public space. This manifests in the form of any sign or announcement placed outside or inside a public institution or a private business in a given geographical location. It is most often emblematic of the region or territory of use, and thus a symbolic construction of the public space (Adetunji, 2013; Backhaus, 2006; Ben-Rafael, Shohamy, & Trumper-Hecht, 2006; Cenoz & Gorter, 2006; Huebner, 2006). LL involves the use of signboards, road signs, billboards etc. to inform, advertise, direct, warn, regulate, or announce to the users of the public space. According to Landry and Bourhis (1997), the linguistic landscape of a given territory, region, or urban agglomeration is the representation of language in the public road signs, advertising, billboards, street names, place names, commercial shop signs, and public signs on government building in those places. It reflects the dominant languages in a city or region and points out which language(s) is (becoming) locally relevant (Shohamy, Ben-Rafael and Barni, 2010). The term, 'Linguistic landscape', was first used in sociolinguistics to mean the way the language situation of a given community or a certain country is described and analysed (Gorter, 2006). This is necessitated by the presence and use of several languages in a large geographical location, and can be found in a social context where there is the use of more than one language in speech and writing, a bi/multilingual situation. It can also be in cases where "the history of language and different degrees in the knowledge of language are considered as well as the internal variation in parts of one language with particular relation to its vocabulary etc." (Gorter, 2006, pp.1-2). This orientation took a new shape over two decades ago with the pilot work of Landry and Bourhis (1997).

Various spheres of the society use sign boards, posters, billboards, graffiti etc. to inform the community of their presence, advertise their products, services or events, regulate people's conduct and interaction. These sectors which may be political, economic, social, religious, cultural, education, are controlled by either an individual or an institution or organisation, all operating within their legal limits (Ben-Rafael *et al*, 2006), and these individuals or organisations are the agents or actors of the sign that are emblematic of the institution they represent. An important sector of the society, which is germane to this study, is religion.

## II. RELIGION IN NIGERIA

Religion is a much talked about aspect of the society and it usually attracts serious attention. Some pay attention to religion for its benefits while some others do for the controversies it generates. It is very a slippery concept to define as no two authors have the same conception of who God is or how God should be construed. Also, the multiplicity of religion makes it more difficult to pin it down to a single definition. However, there are some common grounds in people's thought about religion and a major one is the belief in a divine being who created the world and controls the activities of human live. This, therefore, informs the definition of religion as "an institutionalised system of symbols, beliefs, values, and practices focused on the relationship between God and (hu)man, and (hu)man living in society" (Metuh, 1992, p.11). It is a ubiquitous reality in human existence and it entails the presence of a supernatural world and a supreme being to whom humans relate; a relationship expressed in "worship, creeds, beliefs, symbols" (Kitause and Achunike, 2013, p.45-46).



Nigeria is a nation-state characterised by diversity and complexity of language, culture and religion, its traditions and practices. There are three major religious groups in Nigeria, namely Christianity, Islam and African Traditional Religion (ATR). Other ones can be classified under 'others'. Religion is a major sector of the Nigerian society and it plays a major role in the life of the people. It is a means to life for some as the inspirations they get from the scriptures, sermons, books, revelations, prayers, etc. from the religion define the essence of their lives. Before the advent of the foreign religions, the people around the area now called Nigeria had their system of culture, tradition and of course their religion, which was deeply woven into the systems of the society (Kitause and Achunike, 2013, p.46). This makes ATR the first religion in Nigeria. This religion refers to the religious beliefs and practices of the Africans, native to and originated from Africa and primarily practised mostly by Africans (Kitause and Achunike, 2013, p.46), and can best be described as polytheistic as the people in this area had more than one deity whom they worship. Each deity was expected to cater for different aspects of their lives. Islam came into Nigeria in 11<sup>th</sup> century through Arab traders and jihadist with a monotheistic structure of worship, Allah; while Christianity was introduced in 15<sup>th</sup> century through the missionary activities and with the focus on a supreme being called God/Jesus (Akindele and Adegbite, 1999; Ayuba, 2012; Kitause and Achunike, 2013; Tamunobelega, 2015).

Religion, as an important sphere of the society, has received a fair share of linguistic attention. Some studies have looked at ideologies and religious identities in linguistic expressions (Kamalu and Tamunobelega 2013); language volatility and variables in religion (Holt 2006); lexico-semantic analysis language of religion and advertising (Robert and Ukpongetuk 2014), Generic Structure Potential and pragmatic acts in contemporary Christian apologetics (Inya, 2012a, b). Not much attention, as far as the researcher awares, has been paid to the use of signs, posters, notices, billboards and banners by the religious actors in Nigeria and particularly in |Ado-Ekitit, Ekiti State. The current study is influenced by the LL items found in this sector of the society: religious signboards, banners and posters, with particular focus on the politics played with language as a defining factor for particular sub-set in this genre of LL. The pertinent questions here are what languages are used/favoured on particular religious signs, and what implication does the choice have for social, cultural and global identities respectively?

### III. LANGUAGES AND RELIGIOUS ATTACHMENTS

Nigeria was a cluster of autonomous and heterogeneous communities until the colonial amalgamation in 1914 by Fredrick Lugard. These communities spoke different languages though some were mutually intelligible. Around the fifteen century, the English language came into Nigeria through the coastal area trade encounter but it was not the first European language to be spoken on the shores of Nigeria. Portuguese holds that status. English was further entrenched through the activities of the missionaries and traders around early sixteenth century (Tamunobelega, 2015). The contact between English and the indigenous languages (some of which are historically and genetically related) resulted into English-based pidgin. This replaced the Portuguese-based pidgin. The English language has since become "an invaluable legacy of the British which has provided Nigerians with yet another means of expressing their culture" (Akindele and Adegbite, 1999, p.58). The introduction of the English language by the Europeans into the Nigerian linguistic scene expanded the multilingual situation of Nigeria since some of the people were already knowledgeable in indigenous languages other than their own. English language got to Nigeria through trade, missionary activities and colonial administration, and has since then been accorded different statuses in the Nigerian sociolinguistic scenery thereby engraving further the multilingual status of her citizens before the advent of the Europeans. It was first the only language of education and administration, and has since enjoyed the sole status of official language and the lingua franca (Akindele and Adegbite, 1999; Tamunobelega, 2015). Beyond these, it has been the one tool of inter-ethnic communication. However, English as the lingua franca does not mean that it is the only foreign language spoken or with official status in Nigeria; the other exoglossic language (a non-indigenous language approved by the government for official purposes) enjoying official status in Nigeria is French (Akindele and Adegbite, 1999).

Interestingly, Arabic language predates the English language in Nigeria and there are claims that it is the first foreign language to be spoken in Nigeria, between the seventh and tenth century AD (Ayuba, 2012). It is the language of religion (language of the Qur'an and inseparably tied to the Islamic religion), social and cultural purposes before any European language was introduced in Nigeria; spoken and understood by millions of people, used in journalism, broadcasting, education, trade and commerce, particularly in northern parts of Nigeria (Ayuba, 2012; Suleiman, 2014).

Historically, Arabic is native to the Arabian peninsula but was taken out of its home into North Africa through conquest and commerce and then to *Biladu-Sudan* (i.e. West Africa) into regions like Ghana, Gao, Timbuktu, Kanem-Bornu, Kano and Katsina before the amalgamation of the protectorates of the Niger area. The intrinsic link of Arabic to the Islamic religion advanced its goal of education as Islam was propagated through Arabic pedagogy. According to Suleiman (2013, p.96), "Islam gives prime importance to knowledge and it emphasizes the intellectual learning and practices that modulate an individual into a good citizen." Though, the Arabic language was brought into Nigeria through conquest and trade, it was proliferated through religion and its intrinsic attachment to education, evinced by the large number of Arabic/Islamic schools in northern Nigeria (Ayuba, 2012). The close link between the Arabic language and the Islamic religion is also in the fact that every Muslim is expected to say a part of their prayers in Arabic regardless of the indigenous language (Suleiman, 2014). We can, therefore, draw a conclusion that, unlike the English language, which does not have any attachment to any particular religion, apart from being the language through which

Christianity was introduced into the already multilingual Nigerian society, Arabic cannot be divorced from Islam, a medium of its proliferation.

The Yoruba language is a Volta-Congo variety of the Niger-Congo languages spoken in some other parts of the world other than Nigeria: Togo, Benin, UK, Brazil USA etc. In Nigeria, the language has a large concentration of speakers in the south-western part, namely Ondo, Ogun, Oyo, Osun, Lagos, Ekiti, and some parts of Kwara. Until the 20<sup>th</sup> century, Yoruba was the name of a particular group of people believed to have migrated from Arabia through Egypt to West Africa around 7<sup>th</sup> century. Now, it is used to refer to both the language and tribe that speaks it. The Yoruba were polytheistic. They believed in several gods who were mediums to a supreme deity and this informed their religious affiliations. Even in present times, the Yoruba people still worship these gods, which has been classified as African Traditional Religion (ATR). The language of worship is the indigenous languages of the areas where these worships are conducted.

#### IV. LITERATURE REVIEW

The application of linguistic landscape to other forms of study is relatively new and several scholars have applied this to the study of signs in their countries, and even continents. There are studies that focus on cities (Ben-Rafael *et al*, 2006), countries (Lock, 2003), regions (Huebner, 2006), a state in a country (Adetunji, 2013), but only one of these has focused on signage in Nigeria, specifically Ibadan, the capital city of Oyo State and one of the largest cities in Africa (Adetunji, 2013). The study describes the linguistic situation of Ibadan through its LL as representative of Nigerian English. This claim is problematic on the premise that it seems impossible to describe Nigerian English with a study undertaken in only one of the thirty-six states in Nigeria where diversity and complexity are constant referents to the language and culture of the people.

This present study will add to the existing body of knowledge on LL, though best described as a cityscape (Gorter 2006), because of its focus on a particular type of advertising and signage in a city. The relationship between the language(s) found in public space, particularly in religious signage in Ekiti State and their implication for globalisation, social and cultural identity, etc., form the focus of the study. The following assumptions are raised in the study:

1. That the languages used in the signage of the major religions in Nigeria are attached to the missionaries and exponents of such religions. This implies that the attachment of some languages to particular religious signs is generic.
2. That some signs are bi/multilingual due to civilisation/globalisation (to reach wider population), social identity (to boost public image and social acceptance) and cultural identity (mixed or loyalist).

There are three major religions in Nigeria: Christianity, Islam, and the Traditional religion. These religions are *seemingly* selective of the language used for their signage: stationary and mobile. This study therefore expects to answer the following questions:

1. What language(s) are used in the signage of these religious signboards: advertisements and announcement?
2. What are the generic patterns and the frequency that can be established from the signboards?
3. What are the implications of the identified language use for social, cultural and global identities of the sign producer?

#### V. THEORETICAL FOUNDATION

##### *The Concept of Linguistic Landscape*

Linguistic landscape (LL) is generally described as the use of language in public spaces or a setting or environment of language use in a particular region. It can be described as the scenery of texts found on signs and boards created by private individuals or public (government) in a given environment (Gorter, 2006). It can also be defined as the literal use or representation of language(s) in signs with the importance that relates to identity and cultural globalisation and to the growing presence of the English language in a particular region or territory, especially urban. Therefore, the LL of an urban environment is a mass of written messages and images on public display, contained in a variety of language and scripts, and presented as sign boards, shop signs, advertisements, billboards, traffic signs, topographic information and area maps, political posters, campaigns etc. (Backhaus, 2007, p.1).

Other definitions of LL abound; each definition is unique yet quite similar. Landry and Bourhis (1997, p.25) opines that LL is “the visibility and salience of languages on public and commercial signs in a given territory or region”, while Gorter (2006) claims that it is the use of language in its written form in the public sphere, as well as the linguistic object that marks the public space. Landry and Bourhis (1997) thus define LL as “the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings... [which combine] “to form the linguistic landscape of a given territory, region or urban agglomeration.” (p. 25).

LL may be natural or constructed, static or altered; a physical environment, a context for human action and socio-political activity; or a symbolic system of signifier with wide-ranging affordances activated by social action to position themselves and others in that context. Signs in the public spaces do not usually contain only written texts, visuals are sometimes added to the texts to aid the purpose of the signs. These images and texts are always processed together as one unit by the audience and not as separate resources. Adetunji (2013, p. 1) argues that in LL situation, words and

images are focused on marking the public space. He also points out that the signs and images on these signs are meaning making resources that are processed both physically and cognitively. According to Adetunji (2013, p.2), one of the advantages of the LL is how it “helps us understand the rapidly changing urban landscapes and the increasingly multilingual world in which we live or experience through travel” (Robertson 1995, p.32). There have been linguistic landscape studies on particular regions: Tokyo (Backhaus 2006, 2007); Israeli (Ben Rafael *et al*, 2006); Ibadan (Adetunji, 2013); Hong Kong (Lock, 2003) etc.; on readers’ meaning in interpreting linguistic landscape (Adetunji, 2015), methodological issues (Gorter, 2006; Huebner, 2009) etc. In sum, LL is the use of language, literal or specialised, natural or constructed, etc. in public spaces, and this marks the interface of language and the environment around us. This takes LL outside the strict boundaries of sociolinguistics into an eclectic mix of applied linguistics and other fields of linguistics such as anthropology, media studies etc.

Signs are often conceived as symbols that point to something or represent something else. A sign can take a physical form such as sounds, images, acts etc., and it may stand for something other than itself. The world we live in is as well a world of signs, where our construction and understanding of ourselves, and our environment is that of producing and interpreting signs (Backhaus, 2007, p. 5). These signs are semiotic. These definitions are relevant to this current study: signs are produced for public display and consumption. They are used in order to disseminate messages that are of public/general interest. Public signs are a particular type of semiotic signs because they point to some other thing other than themselves. Some signs are placed directly on the business or company building/premises while some point the direction to the site of the business. Using the triadic terms of semiotic conception of signs, Backhaus (2007) describes the make-up of a sign with index, icon and symbol. Public signs can be categorised into two types, namely top-down or bottom-up signs.

Top-down signs are presented and used by ‘institutional agencies which in one way or another act under the control of local or central policies’ (Ben-Rafael *et al*, 2006, p. 14). The LL items in this category include those issued by public institutions, signs on public sites, public announcements and street names. Contained in the LL items issued by public institution are religious LL items. Bottom-up signs are ‘utilised by individual, associative and corporative actors who enjoy autonomy of action within the legal units’ (Ben-Rafael *et al*, 2006, p. 14). The LL items here are those issued by individual social actors, e.g. names of shops/business, signs on business and personal announcements, advertisement of products and services (Ben Rafael *et al*, 2006, p. 14). The signs are produced for and perceived by the public who make meaning of them according to their interpretation of the items. The main difference between these items is that while one reflects a dominant culture and the general commitment to it, the other is more freely expressed to reflect the individual strategy of the social actor.

## VI. METHODOLOGY

Data for this study were collected around three neighbourhoods in Ado Ekiti between July and August 2016. These were selected based on the number of religious signs they feature. Signboards announcing the presence of a religion or advertising religious programmes were photographed, sorted and collated, first according to religion and then according to type of sign: top-down, bottom-up and ‘quasi top-down’. From existing literature, the only LL study carried out in Nigeria used Ibadan, the state capital of Oyo, and a city more developed and populated than Ekiti. The study concludes that the LL of Ibadan does not reflect her linguistic situation/representation (Adetunji, 2013). While the previous study looks at reader meaning of place names, and other sociolinguistic features, the present study focuses on the specific language(s) used in producing religious signboards and the implication of their use.

This study combines both quantitative and qualitative methods of analysis. The language use of each group is identified and analysed by considering the language used, dominant languages (in particular signs or group of signs); number of languages, relative font size of different languages, order of appearance, all in relation to the languages identified. These features are subjected to quantitative analysis, and presented in simple percentage. The quantitative and qualitative analyses are used in making informed statement about the language situation of a particular domain of LL in Ado Ekiti. It must be clarified that the categorisation of sign as top-down or bottom-up is based on the leadership and ownership of the religious sign under consideration. A body of religion with regulatory authority is classified as top-down. The church has a head or leader and branches around the country where these branches were created on the directive of the sole leader or board of leaders. These branches are not owned by the local leader and the activities of the local branch are regulated by the general leader. A bottom-up sign refers to signs produced by a body of religious group owned and led by an individual with only one local branch or a couple of local branches while a quasi top-down sign is produced by associative religious group with a regulatory body but each branch is autonomous, and owned by individual spiritual leader. Examples of such religious groups in Nigeria are *Celestial Church of Christ* and *Christ Apostolic Church* (Pic. 4.4.1 and Pic. 4.4.2).

## VII. DATA ANALYSIS AND DISCUSSION OF FINDINGS

### A. Christianity-related Public Signs

TABLE 1.0  
SHOWING CHRISTIANITY-RELATED PUBLIC SIGNS

N	Category	Type of sign	No of LL	MnL. no & %		B/ML no & %	Appellation		Slogan or motto		Theme		
				Eng %	Yor %		MnL	B/ML	MnL	B/ML	MnL	B/ML	
1	Top-down	Signboards	18	18= 33.96	0	0	9	-	6	0	-	-	
		Banner	Church	1	1= 1.89	0	0	1	-	1	0	0	0
			Programme	1	1= 1.89	0	0	1	-	1	0	1	0
		Posters/others	1	1= 1.89	0	0	0	-	1	0	0	0	
2	Bottom-up	Signboard	11	10= 18.87	0	1= 1.89	6	-	8	0	-	-	
		Banner	Church	3	2=3.77	1=1.89	0	-	0	0	-	-	
			Programme	9	8= 15.09	0	1= 1.89	1	1	2	0	8	1
		Poster/others	0	0	0	0	0	-	0	0	0	0	
3	Quasi Top-down	Signboards	8	6= 11.32	0	2= 3.77	6	1	4	0	-	-	
		Banner	Church	1	0	0	1= 1.89	0	0	0	0	0	0
			Programme	0	0	0	0	0	0	0	0	0	0
		Posters/others	0	0	0	0	0	0	0	0	0	0	
		TOTAL & %	53	47= 88.68	1= 1.89	5= 9.44	24= 45.28	2= 3.77	23= 43.40	0	9= 16.98	1= 1.89	

(Decimals are approximated to two decimal places,  $\pm 02$ )

KEY TO TABLES<sup>1</sup>

### B. Discussion

Table 1.0 shows 53 LL items grouped under Christian-related public signs with percentage total at 100.02 ( $\pm 02$ ). There are 21 top-down Christian related items, 18 are signboards, one concrete sign, one church banner, and one programme banner. All these signs are monolingual, written in English language. The bottom-up items have 11 signboards, three church banners, mostly monolingual though two out of these three are written all in English and one is all in Yoruba. There are nine programme banners; eight out of these items are monolingual (English) while one is bilingual. The quasi top-down items have eight signboards out of which two (4.26%) are multilingual. Thus, out of the 53 LL items, 48 (90.57%) are monolingual, 47 (88.68%) are exclusively in English, one (1.89%) exclusively in Yoruba while five (9.44%) are bi/multilingual.

### C. Monolingual LL Items

A large percentage of the LL items considered are monolingual: out of 53 items, 48 are monolingual, 47 in English and 1 in Yoruba (See Table 1.0). Some of these items represent different branches of the same church. Each of these signs is representative of their other branches, i.e. all *The Redeemed Christian Church of God* signboards are the same except the parish/province name. The same is the case with *Deeper Life Bible Church* signboards, *Anglican Church, Nigeria*; *Methodist Church Nigeria*, etc. All the signs, whether top-down, bottom-up and quasi top-down, give salience to the English language. There are 21 top-down signs and all are exclusively written in English, 20 out of 21 bottom-up signs and 6 out of 9 quasi top-down signs are in English (Table 1.0).

English Monolingual top-down Christian-related signboards are presented below:

#### Top-Down LL Items

<sup>1</sup>MnL: monolingual

B/ML: bi/multilingual

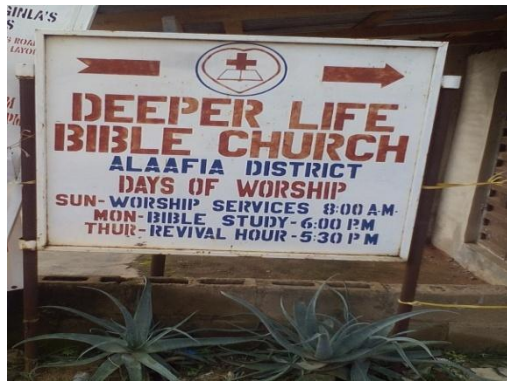
Alias: alternative appellation or specific tag of identification of the subset of a religious group

Slogan: mission or vision statement, guiding philosophy, etc

Theme: mostly used in events and programmes

Others: LL items on platforms other than the dominant ones used in the study





Pic 4.3.1



Pic 4.3.2



Pic 4.3.3



Pic 4.3.4



Pic 4.3.5



Pic 4.3.6

Some indigenous items found on the signs above are *Alaafia*, *Ekiti*, *Opopogboro*, *Adebayo*.

Bottom-Up LL Items

Bottom-up signboards are exemplified below:



Pic 4.3.7



Pic 4.3.8





Pic 4.3.9



Pic 4.3.10



Pic 4.3.11

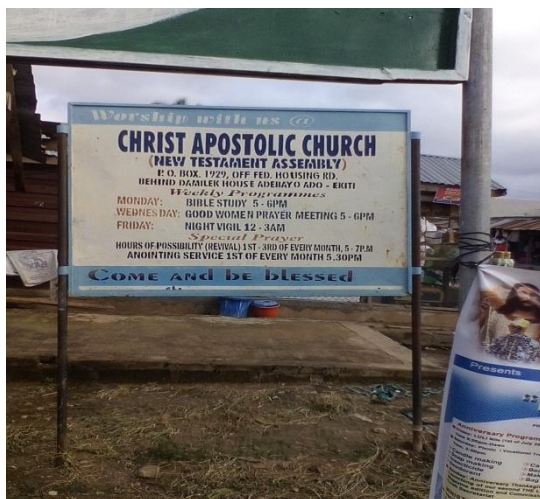


Pic 4.3.12

The bottom-up signs show a predominant use of the English language and no indigenous language. This is engendered by the exclusion of address from the signboards and banners. This can be attributed to the following:

- i. The assumption that the readers are familiar with the church or the programme;
- ii. The location of the signs: they either are placed on the premises of the church (Pic. 4.3.10-4.3.12) or at a junction very close to the church (Pic. 4.3.7-4.3.9).

Quasi Top-Down LL Items



Pic 4.3.13



Pic 4.3.14

#### D. Bi/multilingual LL Items

There are very few cases of bilingual presentation of information in the signs. In Table 1.0, there are 5 (9.44%) bilingual LL items out of the total Christian-related signs. We have the following instances:



Pic. 4.4.1 LL item with multilingual logo and appellation

Picture 4.4.1 is generically multilingual in that the church name is always written in four languages and the appellation is usually bilingual in Yoruba and English. Each language represents the previous countries of residence of the founder of the church before migrating to Nigeria while the bilingual appellation implies loyalty to the background of the church founder, a Yoruba man, and the nature of worship: a mixture of the religious and cultural beliefs of the Yoruba people (Adogame 1998). English is used as a global language. We have the following languages:

1. **English:** Celestial Church of Christ
2. **French:** Eglise Du Christianisme Celeste (original name)
3. **Yoruba:** Ijo Mimo ti KristilatiOrunwa
4. **Egun/Gun:** A gun wiweolon ton (*Gun/Egun is a language spoken in Benin, and in Badagry, a border town between Nigeria and Republic of Benin.*)

**APPELLATION:** *ORIRE CATHEDRAL* (*Orire* is a Yoruba word for good luck or fortune).

*Orire* means good luck, thus, the cathedral promises good luck to those who worship in it.

Another instance of bilingual expression is its use to highlight and consequently draw attention to important information on a sign, with aliases/appellations and brand names to distinguish the branch of a religious sect.



Pic 4.4.2 Item showing highlighted use of English and Yoruba languages

Picture 4.4.2 has *YEARLY PROGRAMME* written first in red colour, and in English to get the audience attention. Then, the only activity being announced is written in two languages, English and Yoruba.

#### POWER OF HOUR NIGHT VIGIL ISO ORU WAKATI AGBARA

Another feature of this sign is the use of Yoruba language to write some parts of the sign without any attempt to translate while the only established connection between the language and the message is the alias of the church:

#### *Ori Oke Imuse Ileri*

#### Alias: FULFILLED PROMISE LAND

This can be explained as the idiosyncratic claim of some language/religious loyalists that some important information are best expressed in the indigenous language to capture the weight and magnitude of what is said. It is also to resolve



any confusion from misunderstanding the name and the programme announced on the signboard. This is using language to specify and differentiate.

For church banners, there is only one instance of bilingual expression found in an aspect of the LL item.



Pic. 4.4.3 LL item with varying degrees of bilingual presentation of information

### Theme: EYI NI OJO TO OLUWA DA

#### *This is the day which LORD Hath Made*

This LL item shows the use of more than one language where the Yoruba version is presented as the major language in font size, colour and prominence, while the English version is presented as a translation of the major information. The other use of Yoruba is to present the particular name of the programme being advertised, and this is not translated: **ERIAMONA 2015**. This reflects a power tussle between the two languages. On the one hand, the Yoruba language is presented to attract the audience's attention to the originality of the programme while the English language is used to announce the sophistication of the sign producer.



Pic 4.4.4 A bilingual church signboard with translation of brand name

Picture 4.4.4 is a bilingual sign, with English as the prominence language. The text on the signboard has the following features:

- i. The first text the reader/audience encounters is written in English,
- ii. The text is written in bigger font size while the Yoruba version is written in smaller font and only made noticeable by the colour.

The presence of Yoruba language, which is a translation of the preceding English text, is made prominent with the colour red. The text in Yoruba language is also presented as an appendage to the previous text. Therefore, though Yoruba language is a dominant indigenous language in Ekiti State, English language is more prominent on the LL items examined in this paper.

In bottom-up church signboards, the only instance of multilingualism shows the English language with the larger font size and as the major name of the church, while the Yoruba version has a smaller font size and is highlighted by the use of colour. This reveals the sign producer's awareness of the multilingual environment and the need to communicate to more than one set of people in the society. The LL items also depict the generic pattern of writing the name of the church or programme, in bigger fonts; alias and slogans in English; and the arrangement of the languages on the LL items to reflect the dominance of English in situations where more than one language is used. Instances where Yoruba language is used reveal, on the one hand, the indigeneity of the church, and appeal to the cultural identity and loyalty of the intended audience, and on the other hand, highlight, emphasise and make salient the information on the item.

#### E. Islamic-related Public Signs



TABLE 2.0  
STATISTICAL ANALYSIS OF ISLAMIC-RELATED PUBLIC SIGNS

N	Category	Type of sign	No of signs	MnL. no &%		B/ML no &%	Signal		Brand name/title		
				Eng %	Ar %		MnL	Ar %	MnL		B/ML
						Eng			Ar %	Eng	
1	Top-down	Signboards	1	0	0	1=25	-	1	-	-	1=25
		Banner	Mosque	0	0	0	-	-	-	-	-
			programme	0	0	0	-	-	-	-	-
		Posters/others	0	0	0	-	-	-	-	-	
2	Bottom-up	Signboard	3	0	0	3=75	-	1	0	0	3=75
		Banner	Mosque	-	-	0	-	-	-	-	-
			programme	-	-	0	-	-	-	-	-
		Poster/others	-	-	0	-	-	-	-	-	
		TOTAL	4	0	0	4=100	0	2=50%	0	0	4=100%

English= Eng, Arabic= Ar



Pic 4.5.1 LL item with Arabic signal, announcing the presence of a community mosque

There are 4 Islamic related signs for this study. All the signs used in this study are signboards. One (25%) of them is used to announce the presence of a mosque while three (75%) are advertising the business of Arabic/Islamic doctors. The LL item announcing a mosque is a top-down sign in that it is produced by a constituted authority, while the others are bottom-up signs. In Table 2.0, all the signboards have bilingual information. Two of the signs have texts in Arabic and English (see Pic 4.5.1, Pic 4.5.4), one is produced with Arabic and Yoruba texts (see Pic 4.5.3), while the other has the combination of the three languages (see Pic 4.5.2). Two signboards (50%) have their introductory information (signal) in Arabic but none in English (see Pics 4.5.1 and 4.5.2). The consistency of Arabic on all the Islamic-related signboards as signal, name and alias show the inherent connection of the language to the religion.



Pic 4.5.2 Item with re-orthograped Arabic signal, advertising the private practice of an Islamic cleric

The use of Arabic on Picture 4.5.1 is imperative, as it has been claimed that the language is inseparably tied to the religion (Ayuba, 2012). This same feature on Picture 4.5.2 has dual functions, as an advertisement for the business of the Arabic doctor and as a generic feature of the religion. It therefore, shows the level of knowledge the Arabic doctor has of the religion. Thus, the first texts on these signboards are written in Arabic language. The sign producer then identifies with, persuades and encourages the intended audience that the Arabic doctor is qualified and therefore worthy of their trust.

The other items, Picture 4.5.3 and Picture 4.5.4 do not have Arabic signals, but they have other features that mark them as Islamic-related signs.



Pic 4.5.3



Pic 4.5.4

Also, all the bottom-up signs have bilingual names in Arabic and Yoruba. The Arabic names are *Alfa-Al Muhi*, *Sheu Liaq* and *Ibadallah*, while the Yoruba names are *Orilonise* (destiny determines ones path), *Oniteadura* (one who owns praying ground), *Aseolorun* (God’s sanction). Thus, with the Arabic language, the intended audience cannot miss their connection to Islam. The type of services rendered by these Islamic clerics also reveals an appeal to religion and culture. For instance, one of these signboards has ‘spiritual healing home’ while the other one has ‘trado-medical centre’. While spiritual healing homes are more religion-based, ‘Trado-medical’ is the Nigerian term for the combination of traditional and orthodox medical practices. Usually, traditional medicine combines both religious and cultural practices, and the sign producer, therefore, has appealed to both the religious and cultural consciousness of the audience.

F. ATR-related Public Signs

There is only one instance of African Traditional Religion (ATR) sign in this study. The dearth of ATR signs in Ekiti State can be attributed to the effect of globalisation by causing a massive migration from traditional values, practices and religion to what has been perceived as a more sophisticated religion, Christianity. This also accounts for people’s seeming public detachment from ATR as it is more fashionable and sophisticated to not be an ATR faithful.

TABLE 3.0  
SHOWING STATISTICS FOR ATR-RELATED PUBLIC SIGNS

S/N	Category	Type of sign	No of signs	B/ML no & %	signal		Motto	
					MnL Eng	Yor	MnL (Yor)	B/M L
1	Bottom-up	Signboard	1	1=100	0	-	1	0
		Banner	programme	-	0	-	0	0
		-		0	-	0	0	
		Poster/others	-	0	0	0	0	
TOTAL			1	1=100	0	0	1	0

English= Eng; Yoruba= Yor

This sign features an almost exclusive use of the Yoruba language (except for contact information), which evinces loyalty to the indigenous language as the language strictly to be used in carrying out ATR-related activities.



Pic 4.6.1 A monolingual ATR sign written in Yoruba

The sign features the name of the practitioner, the slogan and the address of the practitioner. The name and the slogan of the sign producer are in Yoruba language while other information such as mobile phone number and address are in English language. This shows that mobile phones and addresses are not features of indigenous practices. Mobile phone is a product of technological development and an important aspect of globalisation. It is also an expression of sophistication. Thus, while the major information of the ATR sign is written in Yoruba language to preserve the practice and culture of the religion, the contact information is rendered in English language and this reflects, as was just mentioned, sophistication and the effect of globalisation.

#### *G. Implication for Social and Global Identity*

The analyses above reflect that the English language as a global language is given prominence over indigenous languages in LL in Nigeria. This is because the English language has an enviable social and educational status it accords its users. Thus, the dominant use of English in producing LL items demystifies the social class of the sign producer and that of the intended audience. Furthermore, it evinces the strong connection between the LL item, the producers and the audience to the English language. Therefore, the dominant use of English reveals the social status of education, sophistication and global connection.

On the other hand, the realisations of few instances of the use of the Yoruba language do not suggest lack of education or refinement, but are indicative of linguistic loyalty, as well as language ideology, particularly in the belief that the indigenous languages communicate ideas and meanings better than the 'foreign' English language. Therefore, while the large number of LL items in English point to the level of globalisation and the eagerness to identify with it, the minimal use of Yoruba points to the few conservatives and loyalists of the indigenous language, and in this case, Yoruba language. An instance of the use of the English language as an emblem of the global world and enlightenment is Picture 4.6.1 where all the information about the ATR practice is in Yoruba but the contact information is in English. The English language is also utilised to reach larger audience since not everyone in the community is versed in the indigenous language. For Christian-related signs, the English language is used for proselytism and sustaining new members. It also presents these worship centres as sophisticated, civilised and socialising where the mode of worship encourages and suits the parishioners 'wanna-be' ideology.

#### *H. Implication for Cultural and Linguistic Identity*

Languages are rooted in cultures, and humans as representatives of their culture appropriate their language for social identity. It is however, observed that the LL items are not reflexive of the actual linguistic situation in Ekiti State, a deeply linguistically indigenous state. This, therefore, shows a gap in the cultural projection of the Ado Ekiti social actors. The LL producers, as a result, identify with the foreign language as a sign of advancement and education, a characteristic of urban life, as the use of indigenous language would be tantamount to traditionalism. This is particularly the case with the Christian-related LL items.

The Islamic-related LL items are produced such that the English language projects the level of education of the social actor/sign producer. Also, Nigeria is not an Arabic speaking country and Arabic is mostly attached to the Islamic religion. Therefore, the English language used on these signs is for communicative purpose: to reach a wider audience who might otherwise not understand Arabic if it were exclusively used in producing the signs. On the other hand, Arabic is used to show both the inherent attachment of the language to the religion and to win the confidence of the audience/readers that the sign producer is knowledgeable in the ways of Islam and is therefore worthy of their trust and confidence.

### VIII. CONCLUSION

Religious signage in Ado Ekiti has reflected the prominent use of English in the Christian-related signage more because Christianity is both a modern and foreign religion, which makes the use of the English language on the signs a reflection of sophistication and globalisation. This is also true about the other religions considered in this study, though as a projection rather than reflection of sophistication and globalisation. Islamic related signage use more of Arabic than English and this has two implications: one, to show the inherent attachment of the language to Islam, and two, a display of Arabic knowledge and achievement by the sign actors and producers. This is meant to gain the confidence and trust of the reader. One thing stands out in all of these; the fact that there is a dearth of the indigenous language in the linguistic landscape of this city. First, there is only one ATR sign in the public scenery. This ATR LL item used in the study has Yoruba language as the major language of communication while the English language only plays a supportive role. The Yoruba language, despite the minimal use, would assist in the documentation and survival of the indigenous language, especially in the face of the domineering and encroaching English language.

Thus, the LL shows a preference for the English language as a movement towards globalisation and sophistication. It can then be concluded that the linguistic landscape of a people may not always reflect their actual linguistic attitude, contrary to the findings in some other studies (Pavlenko, 2010; Cenoz and Gorter, 2009). This means that the ability of the linguistic landscape of a place to reveal its linguistic attitude depends on the language practices of that place: what is presented for the public to see as against what is the actual day-to-day linguistic situation. This represents the symbolic rather than emblematic use of language found in the linguistic landscape of Ado Ekiti, which is a contrast to Ben-Rafael

*et al* (2006) where the LL items are emblematic of the society that produces them; an acutely multilingual society. The use of English language is a symbol of civilisation, sophistication and gravitation towards the global world rather than an emblem of the linguistic identity and language ideology of the people.

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# A Social Semiotic Approach to the Attitudinal Meanings in Multimodal Texts\*

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**Abstract**—As a special type of multimodal text, picture books for children are highly valued in the creation of meaning by the integrative use of verbal and visual semiotic resources. Informed by Painter and Martin's framework of visual narratives, this paper primarily deals with the interpersonal meanings encoded and expressed by the two semiotics (image and verbiage) within the Chinese picture books. It aims to analyse the visual and verbal choices available for writers to establish engagement between various participants. In the hope of investigating the collaboration and interplay of verbal and visual semiotics to construe interpersonal meanings, it examines the attitudinal meanings inscribed or invoked in picture books, exploring the ways in which visual and verbal resources are co-instantiated to encode attitudinal convergence and also divergence.

**Index Terms**—attitudinal meanings, social semiotics, Chinese picture books, multimodal discourse analysis

## I. INTRODUCTION

Unlike the more conservative views of text focusing on its linguistic nature, text in recent years is preferentially perceived as a “semiotic object” in which different modes or semiotic resources co-occur to create meanings in combination (Fowler, 1986; Kress, 2000). Children's picture books as a typical kind of multimodal texts, often serve as a foundational part in the lives of young children. The most evident function that children picture books can serve is to bring the young into the literary world. The factor for picture books as a favourite reading material of children is that “usually the first contact a child has with books is with picture books, which remain the principle literary form up to and beyond the age at which children master literacy for themselves” (Stephens, 1992, p.158). Children are introduced into the literary world by a set of complex strategies such as interacting with texts, apprenticing them to appreciate those texts. However, in most of studies on children's literary (e.g. Schwarcz, 1982; Nikolajeva & Scott, 2001), the visual components within picture books are assumed to be secondary, and relationship between visual elements and verbal texts has been practically ignored. On the basis of Painter and Martin's (2011) framework, this paper aims to conduct an account of the difference of the two semiotic resources in encoding attitudinal meanings in Chinese children's picture books, aiming to track the way in which each semiotic system is instantiated to make meanings in multimodal texts.

## II. THE STUDY OF STORY AS A GENRE

In exploring the narratives of personal experience, Labov and Waletzky (1967) initiate a comprehensive analytical framework with a sociolinguistic orientation. Later, this initiative model is further developed by Labov in his quantitative sociolinguistic studies (e.g. Labov 1972a, 1972b). As a useful and powerful analytical tool, their framework has been applied in a wide range of linguistic studies on narratives. In their framework, Labov and Waletzky (1967/1997, p. 12) attempt to define narrative informally as “as one method of recapitulating past experience by matching a verbal sequence of clauses to the sequence of events that actually occurred”. With the definition as the starting point, they further introduce the concepts of “narrative unit”, “restricted clause”, “free clause” and “narrative clause” (Labov & Waletzky 1967/1997, p. 13-26). Based on these concepts, Labov and Waletzky deal with a wide range of tape-recorded narratives derived from two distinct social contexts. One of such two social contexts is the situation in which the narrator is speaking only to the interviewer (the one who does not belong to the narrator's primary group) in a face-to-face interview. In the second context, the narrator is recorded in talking to other members of the primary group, and even sometimes to a relative outsider on the margins of the primary group (the one who would provide only a part of the stimulus for the narrative). In the analysis of the clause types in a great number of narratives of personal experience, Labov and Waletzky (1967/1997) attempt to map the overall structure of narratives. The overall structure of narratives in respect to personal experience has been summarised in Table 2-1.

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TABLE 2-1

THE STRUCTURE OF NARRATIVES IN RELATION TO PERSONAL EXPERIENCE (REPRODUCED FROM LABOV &amp; WALETZKY 1967/1997, P. 27-37)

<b>Orientation</b>	It serves the function of orienting the listener in respect to person, place, time and behavioural situation.
<b>Complication</b>	It is viewed as the main body of narrative clauses which comprises a series of events that may be termed the complication or complicating action.
<b>Evaluation</b>	The evaluation is defined as part of the narrative that reveals the attitude of the narrator towards the narrative by <u>emphasising the relative importance of some narrative units as compared to others.</u>
<b>Resolution</b>	The resolution of the narrative is that portion of the narrative sequence that follows the evaluation. If the evaluation is the last element, then the resolution section coincides with the evaluation.
<b>Coda</b>	The coda is a functional device for returning the verbal perspective to the present moment.

In examining the overall structure, Labov and Waletzky have found that there is a generalised structure with which those narratives of personal experience may unfold. Generally speaking, the narratives would progress alongside the stages of Orientation, Complication, Evaluation, Resolution and Coda. Among the different stages in a narrative, the stage of Evaluation is seen as a fundamental component constituting the overall structure of a narrative, without which the narrative is not complete (Labov & Waletzky 1967/1997). The importance of the stage of Evaluation lies in its function as a useful interlude linking the stage of Complication and the stage of Resolution. According to Labov and Waletzky (1967/1997), it is important and necessary for the narrator “to delineate the structure of the narrative by emphasizing the point where the complication has reached a maximum: the break between the complication and the result...[and thus]...most narratives contain an evaluation section that carries out this function” (p. 32). It is revealed from the overall structure of the narratives proposed by them that the stage of Evaluation is highlighted with great emphasis put on its significance. However, sometimes it would be problematic in the restriction of the Evaluation stage as being a discrete one that is different from other stages.

Therefore, Labov (e.g. Labov 1972a) in his later research of narrative modifies the earlier scheme (Labov & Waletzky 1967/1997) of narrative by indicating evaluation as the focus of waves since evaluative devices are distributed throughout the narrative. The prosodic dispersal of evaluative meaning proposed by Labov (1972a) is illustrated in Figure 2-1.

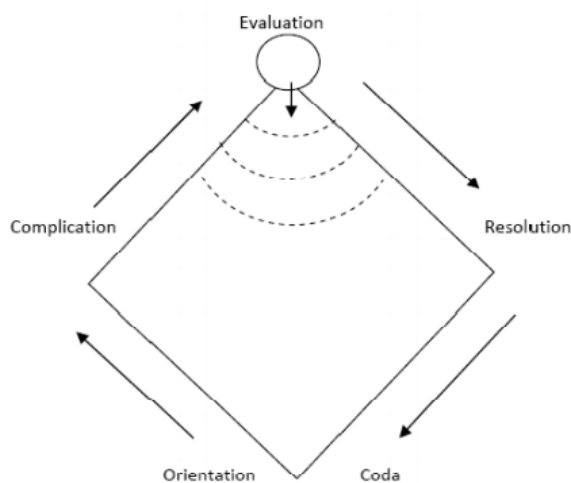


Figure 2-1 Dispersed evaluation in narrative (Labov 1972a, p. 369)

By the modifying paradigm, Labov (1972a) explores how the penetration of evaluative meanings is accomplished through the whole internal structure of narratives. However, this paradigm impairs the measuring function of Evaluation in distinguishing the stage of Complication from Resolution, because the evaluative meanings are regarded as distributed throughout the narrative (Labov 1972a). With regard to the distinction of evaluation, Plum (e.g. Plum 1988, Martin & Plum 1997) brings forth a theoretical framework for analysing a set of different genres of story. The data collected from a sociolinguistic interview is “designed to ‘elicit’ particular genres, including narratives’ (Martin & Plum, 1997, p. 299).” Besides the type of recount in relation to story initiated by Martin, Plum (1988) puts forwards several distinct types of narrative texts, namely, anecdote, exemplum and observation. Although there are a number of differences between those types of narrative, all of them place an emphasis on the significant role of evaluation in demarcating types of story genre.

Drawing upon Labov and Waletzky’s (1967/1997) research on the narratives of personal experience and Plum’s (1988) work on the types of narrative texts, Martin and Rose (2008) develop the concept of “story family” to explore the typology of texts related to the genre of story. According to Martin and Rose (2008), the differentiated types of

stories can be basically distinguished into five categories: recount, anecdote, exemplum, observation and narrative.

Apart from the type of recounts, other members included in the story family, such as anecdote, exemplum, observation and narrative, share some similarities in that they involve a disruption. The narrative is different from the anecdote, exemplum and observation in that it places a particular focus on the action carried out by the protagonist to look for a solution to bring equilibrium back to the story when the story is confronted with disruption. However, among the other three types, events are merely evaluated without action taken to bring back the equilibrium.

In examining the structural potential for the nursery tales, Hasan (1984/1996) proposes the notion of the Generic Structure Potential (SP or GSP for short, thus GSP henceforth) to discuss the semiotic structure of the genre of nursery tales. As an essential concept in Systemic Functional Linguistics, genre is regarded as an aspect of mode (Halliday 1978/2001), and a certain genre may serve as “the specific semiotic functions of text that have social value in the culture” (Halliday 1978/2001, p. 145). In SFL, genre is closely related with the semiotic structure of the context of situation, which can be understood as a short form for the more elaborate phrase “genre-specific semantic potential”, bearing a logic relation to contextual configuration (Hasan, 1985, p. 108). In this respect, the textual potential of a particular text belonging to a specified genre includes a repertoire of a wide range of optional or obligatory elements which are organised in a linear order.

Therefore, the main objective that GSP model seeks to achieve is to explore both the representations of the obligatory and optional elements in a certain genre of texts and also to discuss the structural order in which these elements (obligatory or optional) may occur in a given type of genre. A GSP meeting all these conditions would depict the total potential of the texture structures of a given genre, while the actual structure of an instance of the specific genre would perform a particular schematic configuration permitted by the GSP. The three aspects of text structure are concerned with different elements involved in a given genre. Taking into account all these aspects, Hasan (1984/1996) illustrates the structural potential of the genre of nursery tales on the basis of a wide range of data:

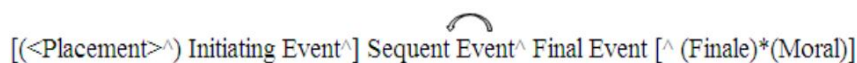


Figure 2-2 GSP of the nursery tale (Hasan 1984/1996, p. 54)

As demonstrated in Figure 2-2, the elements framed in round brackets are optional elements, including Placement, Finale and Moral. Except from these elements, the other elements (e.g. Initiating Event, Sequence Event and Final event) are labeled as obligatory elements. In other words, a nursery tale without these obligatory elements is not regarded as a complete and generic one. Moreover, Placement and Initiating Event are enclosed in a square bracket and the same as that of Finale and Moral. And the angled brackets which enclose Placement can be interpreted in a way that the lexico-grammatical realisations of Placement are likely to be included or interspersed with the realisations of Initiating Event. The carat sign ^ accounts for the irreversible order of the elements. That is to say, the left element of the carat sign ^ cannot be preceded by the element on the left side of the sign. On the contrary, the raised dot used between Finale and Moral refers to the reversibility of the order of the two elements.

### III. THE APPRAISAL FRAMEWORK IN DISCOURSE SEMANTICS

In order to gain a better understanding on the language of evaluation, a group of systemic functional linguists in Sydney have proposed and developed the Appraisal theory (Martin 2003; Martin & White 2005) which provides a useful tool for analysing evaluation in different types of discourse. The pioneer work for developing Appraisal framework can be traced back to the project of “Write it Right”. The project was undertaken by the Sydney group led by J. R. Martin, with its initial concern on the language of evaluation in the genre of narration (Martin & Plum 1997). In the innovative research, Martin (1992) describes and explains a range of gradable systems in which meanings “enter into oppositions concerned with the evaluation of experience” (p. 336). The past four decades have witnessed a fast growth in the theoretical construct of the Appraisal theory at the discourse semantic level (Martin & White, 2005).

In recent years, the APPRAISAL framework as an effective tool has been applied to a wide range of different genres of discourse. It also has been extended to the analysis of the genre of writing, with a focus on children’s writing in secondary school (e.g. Rothery & Stenglin, 1997), and on the evaluation of language in academic writing (e.g. Hood, 2008).

In systemic functional framework, APPRAISAL theory is concerned with the evaluative resources in diverse types of discourse, aiming to explore “the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned” (Martin & Rose 2003, p. 25). In other words, the theory is applied to examine the linguistic resources in a number of texts which express (both explicitly and implicitly) a text/speaker/writer’s social stance, attitudes and feelings. Regarded as a discourse semantic resource which construes interpersonal meanings, APPRAISAL is constituted by some interacting domains of realisations, namely, attitude, engagement, and graduation.

### IV. THE ANALYSIS OF INTERPERSONAL MEANING IN CHINESE PICTURE BOOKS



The APPRAISAL framework has also been extended to the analysis of visual images, providing an effective and comprehensive tool for analysing how attitudes, feeling, values are encoded and expressed in different types of images. The pioneering studies on the appraisal analysis of visual mode indicate the attitudinal repertoire embedded in images and the important role that images play in construing evaluative stance in a multimodal discourse (e.g. Economou, 2009; Tian, 2011).

This paper is mainly concerned with the attitudinal meanings that are encoded in Chinese children's books. Thus, an analysis of attitudinal meaning in visuals is exemplified in Illustration 4-1. The example is excerpted from *The Spring Festival* (Hua 2013) which is a typical use of cartoons in picture books for narrating story events. As illustrated in the image, there are a number of depicted characters sitting in a table. Besides a female character with ambiguous affect on her face, each of the depicted characters in the image represents an expressive feeling of delight and happiness, which can be shown by their facial expression of laughing (with eyes closed and mouth open) and their bodily behaviour. As shown in the image, the depicted participants are sitting together around a table to make Chinese dumplings, and one participant (the boy) is feeding his mother a dumpling. It is important to note that both human faces and bodily behaviour may serve as the part of visual ideation (or visual experience) and can be most easily recognised by the viewers. Therefore, some kinds of depicted facial expressions and gestures can be viewed as the types of universally shared visual lexicon of emotions, or as the values of "primary affect" (Lewis & Haviland-Jones, 2000). For instance, sensations and feelings of the depicted participants expressed by facial emotions such as a smile or frown, or via depicted bodily behaviours like weeping or laughing can be unambiguously visually represented as "visual affect inscriptions" (Economou, 2009, p. 111). On the one hand, the depicted character of a particular kind of emotion (expressed by the facial depicted expressions and bodily behaviours) is identified as the "Emoter". On the other, the identified or implied cause of the depicted emotion is termed as the "Trigger" that may be represented in the image or not (see Martin & White, 2005; and Economou, 2009). Therefore, in this example a positive affect meaning is unambiguously and directly inscribed in the image with the depicted characters (exactly three women characters and a little boy) as Emoters and the family activities (making Chinese dumplings together) as the Trigger.



Illustration 4-1 from *On the Spring Festival* (2012)

In order to achieve a nuanced examination of the attitudinal meanings (in this case AFFECT) encoded in Chinese picture books, we would draw on Martin and White's (2005, p. 46-52) categorisations of AFFECT in terms of six parameters. These six factors are explicated as follows: (i) whether the feelings are construed by the culture as positive or negative; (ii) whether the feelings are realised as a surge of emotion involving some kind of behavioural manifestations, or as an internal state and mental process; (iii) whether the emotions are construed as reactions to a specific emotional Trigger, or as a general ongoing mood; (iv) how the feelings are graded along the scale of intensity ranging from higher value to lower value; (v) whether the emotions involve an intension with respect to a stimulus that is unrealis (e.g. *the captain feared leaving*), or involve a reaction to a certain stimulus that is realis (e.g. *the captain disliked leaving*); and (vi) whether the emotions are concerned with "affairs of the heart" (un/happiness), or the "ecosocial well-being" (in/security), or the "pursuit of goals" (dis/satisfaction).

Based on Martin and White's basic categorisation, different types of AFFECT are analysed and explicated in Table 4-1 below, with the corresponding visual patterns also demonstrated. At the first glance, the reader of this image is easier to be attracted by the use of red and pinkish-orange colours. A comforting and joyful mood is created via the option of [warm] and [vibrant] through the system of AMBIENCE (see Painter et al., 2013). It is not difficult to understand that the use of warm colours can facilitate the reading of the emotions of the depicted characters who are spending New Year with other family members. Another important part in creating social interaction is the differentiation of the use of colours in the image, such as red, pale yellow and pinkish-orange hues adopted in the depiction. Such visual technique provides an engagement between the depicted characters and the child reader. Moreover, the generic style of the depiction of characters used in this example is likely to expect the child readers to be involved in the story world and stand in the character's shoes to perceive themselves as the protagonist. Hence, the

generic style of depiction invites the reader to take an empathetic stance to share the comforting and cheerful emotion with the depicted characters and experience the love between the family members. To complement with those visual techniques employed in the image, a kind of positive AFFECT is represented in the image which can be inferred from a set of apparent visual realisations such as the facial expressions of and bodily manifestations of the depicted characters in this image.

TABLE 4-1  
TYPES OF AFFECT IN RELATION TO ILLUSTRATION 4-1

Type of AFFECT	Corresponding visual patterns
positive AFFECT	the facial expression of delight representing a warm and comforting atmosphere
surge of emotion	the extralinguistic manifestation of ebullient gestures showing an strong engagement in the family activity
reaction to Trigger	the feelings expressed towards the ongoing family activity and interactions to other depicted participants
high value	the strong emotions directly inscribed, and the dramatic joyfulness expressed
realis AFFECT	the emotions of the depicted characters involving the reaction to the stimulus of family activity and social interaction between them
happiness	joyfulness and excitement expressed on their faces
security	comfortable in the conducting interaction
satisfaction	involved and satisfied in the family activity

It is clear that the image illustrates a moment (on the Spring Festival) where four depicted characters sitting on a table to participate in family activities (making Chinese dumplings). And the verbal text in this image is depicted on the top of the page is “为了比比谁的运气好，妈妈、大娘和姑姑分别在饺子里包了一枚干净的硬币。” Obviously, the verbal text is primarily concerned with the narration of the story events, including the introduction of the depicted character (exactly by the personal address) and the family activities which they are taking part in (making jiaozi as well as randomly putting a coin into the jiaozi). However, as for the interactive meanings expressed at the lexico-grammatical level, there are no attitudinal meanings inscribed or invoked in the verbal texts. It is difficult for the reader to determine what kinds of attitudes are construed and encoded (e.g. whether the depicted participants are happy or somber, excited or depressed) by merely reading the verbal text. In a nutshell, the verbal text in this example shows no “commitment” (Martin 2008; Martin & White, 2005) of attitudinal meanings. Compared with the verbal text, the visual image commits more affectual meaning, and thus it is through the visual text that attitudinal meanings are conveyed to the reader. The different degrees of meanings committed in the verbal text and visual image are closely related to Painter and Martin’s (2011) framework of “intermodal complementarity”. As Painter and Martin (2011) explicates, the model of intermodal complementarity focuses on “the question of how choices combine across modalities, and how they complement one another” (Painter & Martin, 2011, p. 133) in multimodal texts, and in the current research, in bimodal texts. In examining the different degrees of meaning committed in the process of instantiation, Painter and Martin (2011) focus on “the degree to which each [semiotic] “commits” meaning in a particular instance and the extent to which – for each metafunction – that commitment converges with or diverges from that of the other modality” (p. 132). In other words, when the same meanings are committed both in the verbal text and visual image, an “intersemiotic convergence” is established; on the contrary, the “intersemiotic divergence” occurs when the verbal mode and visual mode commit different meanings of the same semantic domain. This paper adopts Painter and Martin’s (2011) concept of intersemiotic convergence as well as intersemiotic divergence to analyse the attitudinal meanings encoded in Chinese picture books, with a particular interest in the inscribed affect in the visual image and the verbal text.

The interaction between the affectual meaning encoded in verbal and visual system is also examined by Tian (2011), focusing on the interaction between visual AFFECT and verbal AFFECT. She proposes a model (see Table 4-2) for the analysis of the convergence and divergence in intersemiotic affectual meanings. If a certain kind of affectual meaning is committed via the visual display of a depicted character’s facial expression without a corresponding commitment in the verbal text, it is regarded as intersemiotic divergence. And when the affectual meanings are committed in the verbal text and visual image realised in a contradictory direction (e.g. positive versus negative), it is seen as intersemiotic divergence. However, if both visual and verbal models realise the same kind, or neither of them commit any kind of meaning, it is defined as intersemiotic convergence.

TABLE 4-2<sup>1</sup>  
INTERSEMIOTIC CONVERGENCE AND DIVERGENCE IN AFFECTUAL MEANING (REPRESENTED FROM TIAN, 2011, P. 62)

Verbal	Visual	Intersemiotic relation
affect		divergence
	affect	divergence
positive affect	negative affect	divergence
positive affect	positive affect	convergence
		convergence

<sup>1</sup> Dark shading in the cells signals that no such meaning is realised.

Therefore, Illustration 4-1 can be considered as an instance of intersemiotic divergence, where positive facial affect is committed in the depiction of several characters and no affect committed in the verbal. An example of intersemiotic convergence is presented in the first spread of *The Monster Nian* (see Illustration 4-2). As illustrated in this image, it is an introduction to the main protagonist of the story, with a depiction of a monster Nian. The face of the depicted character is illustrated with four eyes (the lower two of them are directed downward), and the bodily gesture illustrated as squatting on a mountain and curling up with his claws hidden. Thus a negative affect is inscribed in this illustration, though it is not specified what kind of the negative affect is. The monster Nian depicted with a dark background may be depressed, lonely, or fearful. The verbal text written at the bottom specifies the exact negative affect encoded in the visual image. The verbal text is demonstrated as follows:

很久很久以前，有一个很孤独的怪物，他的名字叫做“年”。

他住在高高的山上，从来没有人和他玩。

Once upon a time, there is a lonely monster whose name is ‘Nian’.

He lives on a high mountain and nobody ever played with him before.

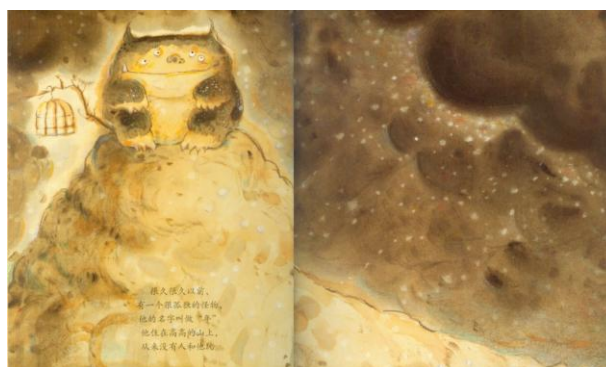


Illustration 4-2 from *The Monster Nian* (2007)

Aside from the facial expression and bodily gesture, there are other visual techniques used here to reinforce the loneliness of the depicted character in this image. The use of colour in this story-page is represented via the [muted] and [cool] option which creates a depressed and distressed mood, showing a lonely and desolate story world to the reader. In addition, the depicted character is gazing out directly at the reader, aiming to strongly invite the reader to be engaged in the imaginary world to play with him since he has always been alone in the story world. In a nutshell, the intersemiotic convergence of attitudinal meaning is construed in this case with the verbiage amplifying the particular negative affectual meaning, and thus shaping intermodally a lonely character and enhancing reader's impression of him.

## V. CONCLUSION

This paper carries out a systematic analysis of interpersonal meanings encoded and expressed by the two semiotics (image and verbiage) within the Chinese picture books. Specifically, from the perspective of interpersonal meaning, it probes into the inscribed or invoked meanings in the two different semiotic systems, discussing the ways in which image and verbiage are deployed to construe attitudinal meanings. And it also investigates the cohesive relations between the two modalities which are mainly realised through the attitudinal congruence and attitudinal divergence.

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# A Preliminary Study of English Mobile Learning Model Based on Constructivism\*

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**Abstract**—This paper aims at exploring the model of English mobile learning system based on constructivism. Firstly, it defines the concepts of constructivism, constructivism learning theory, mobile learning and mobile learning theory. Then, it summarizes and analyses the relevant researches on mobile learning at home and abroad. Then it elaborates the purpose, significance and research value of the topic, respectively. The research hypothesis is put forward, and the English mobile learning model based on constructivist learning theory is preliminarily expounded. Finally, the research ideas, research methods, technical routes and implementation steps are explained.

**Index Terms**—English mobile learning, learning model, constructivism

## I. INTRODUCTION

The Ten-Year Development Plan of Educational Informatization (2011-2020) issued by the Ministry of Education in 2012 indicates that higher education informatization is an effective way to promote higher education reform, innovation and quality improvement, as well as an innovative frontier in the development of educational informatization. It also proposes to promote the modernization of educational content, teaching means and methods by promoting the deep integration of information technology and education and teaching. No. 5. Mobile learning, with its advantages of mobility, wireless, portability and resource sharing, will not only fill the gap of traditional learning, but also become a new hotspot of educational informatization (Fan Wenxiang, etc., 2015). In view of this, this paper aims to carry out a comprehensive study of English mobile learning, striving to combine model research with practical research, not only to construct a new theoretical framework, but also to examine the learning indicators under the guidance of this framework, and to put forward suggestions for improvement, so as to realize the optimization of English mobile learning.

The English mobile learning model based on constructivist learning theory is adapted to the current trend of College English reform. With the development of practical teaching in the future, it will certainly provide some reference for college English teaching in the future.

## II. LITERATURE REVIEW

### A. Constructivism

Constructivism is a theory about knowledge and learning, which emphasizes learners' initiative. It holds that learning is a process in which learners generate meaning and construct understanding based on their original knowledge experience, which is often accomplished in the interaction of society and culture. The proposition of constructivism has a profound ideological origin, which is quite different from the traditional learning theory and teaching thought, and has important guiding value for teaching design. (Baidu Encyclopedia, 2019)

Constructivism, as a branch of cognitive theory, is the further development from behaviorism to cognitivism in learning theory. It is the latest teaching theory of western educational psychology (Fan Lin, Zhang Qiyun 2003), which is consistent with quality education. Constructivist learning theory advocates teacher-guided, student-centered learning, which consists of four elements: context, collaboration, conversation and meaning construction. Constructivism teaching mode emphasizes students as the center, regards students as the main body of cognition, and is the active constructor of knowledge meaning. Teachers only help and promote the construction of students' meaning (He Kekang, 1997). The curriculum design of the new teaching mode based on constructivism theory puts forward a more three-dimensional and comprehensive requirement for teachers to prepare lessons. They should prepare not only textbooks, but also students, materials and environment (Si Xianzhu, Zhao Haiyan, 2013).

### B. Constructivist Learning Theory

Constructivism originates from the theory of children's cognitive development. Because individual's cognitive

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development is closely related to learning process, constructivism can better explain the cognitive law of human learning process, that is, how learning occurs, how meaning is constructed, how concepts are formed, and what main factors should be included in the ideal learning environment. In a word, under the guidance of constructivism, a set of new and effective cognitive learning theories can be formed, and on this basis, an ideal constructivism learning environment can be realized.

The basic content of constructivist learning theory can be explained from two aspects: the meaning of learning (that is, what is learning) and the method of learning (that is, how to learn).

Constructivism advocates learner-centered learning under the guidance of teachers. That is to say, it emphasizes the learner's cognitive role and does not ignore the teacher's guiding role. Teachers are helpers and promoters of meaning construction, not imparters and inculcators of knowledge. Students are the subject of information processing and the active constructor of meaning, not the passive recipient of external stimuli and the object of inculcation. To become an active constructor of meaning, students are required to play a principal role in the process of learning from the following aspects: firstly, to construct the meaning of knowledge by exploring and discovering; secondly, to collect and analyze relevant information and materials on their own initiative in the process of meaning construction; thirdly, to put forward various hypotheses and try to verify them; thirdly, to construct the meaning of knowledge by exploring and discovering. We should try our best to connect the current learning content with what we already know, and give serious consideration to this connection.

Teachers are required to play a guiding role in the process of teaching in order to help students construct meanings: first, to stimulate students' interest in learning and help students form learning motivation; then, to help students construct the meaning of current knowledge by creating situations that meet the requirements of teaching content and prompting clues between new and old knowledge; finally, to help students construct the meaning of current knowledge. In order to make meaning construction more effective, teachers should organize collaborative learning (discussion and communication) under possible conditions, and guide the process of collaborative learning to the direction of meaning construction. The guiding methods include: putting forward appropriate questions to arouse students' thinking and discussion; trying to deepen students' understanding of what they have learned step by step in the discussion; inspiring and inducing students to discover rules themselves, correct and supplement wrong or one-sided understanding by themselves. (Baidu Encyclopedia, 2019)

Constructivism is the further development of behaviorism after it develops to cognitivism. After long-term theoretical exploration and teaching practice, a unique learning theory system has gradually been formed. Many viewpoints and propositions of constructivist learning theory are reasonable and can be used for reference in the practice of educational reform (Wen Pengnian, Jia Guoying, 2002). As the latest theory of educational psychology, constructivist teaching concept has a good reference for college English teaching and the cultivation of innovative talents in China. Today, with emphasis on improving students' comprehensive quality, using constructivist learning theory to guide English teaching has certain guiding significance for the cultivation of students' autonomous learning ability, divergent thinking ability and innovative ability (Fengyufang, 2006).

Constructivist learning theory has an intrinsic connection with the current English teaching reform. It puts forward a series of new ideas, which have profound implications for the reform of traditional teaching, the teaching reform of English subject and the innovative education in English teaching.

### C. *Mobile Learning*

Mobile learning is an extension of digital learning based on mobile devices. It is a new field of e-learning. It is a situational learning method that learners use mobile terminals to provide wireless networks. It complements and complements other learning methods, thus improving learners' learning efficiency and optimizing learners' learning environment.

In summary, mobile learning is a new type of digital learning mode which combines the development of mobile technology and digital learning technology. The academia mainly defines mobile learning from three perspectives: technology-centered, cognitive-learning-centered and technology-learning-integrated. Based on different definitions, we believe that mobile learning is an extension of digital learning and a way for learners to access information, resources and carry out learning anytime and anywhere with the help of miniaturized mobile computing devices.

### D. *Theoretical Basis of Mobile Learning*

#### 1. Activity Theory

The philosophical basis of activity theory is the dialectical materialist philosophy of Marx and Engels. The basic content of activity theory research is the process of human activities, the two-way interaction between human and natural environment, social groups and natural environment, and the practice process and result of human individuals and groups. Human consciousness and activity are the unity of dialectics. That is to say, human psychological development and human external activities are dialectically unified.

The basic unit of analysis in activity theory is activity. The activity system consists of three core components (subject, object and community) and three secondary components (tools, rules and division of labor). Secondary components constitute the relationship between the core components. (Baidu Encyclopedia, 2019)

#### 2. Informal Learning

The so-called "informal learning" refers to the learning form that receives new knowledge at the time and place of informal learning such as work, life and social intercourse. It mainly refers to the learning behavior in the situations of doing, playing and traveling, such as salon, reading, gathering and playing ball. At present, the total amount of knowledge acquired by informal learning will exceed 75% of the total amount of knowledge acquired by people (Yu Shengquan, Mao Fang, 2005). Informal learning in life can be analyzed in the following ways: listing existing informal activities within the organization with partners; asking people how to exchange knowledge informally with partners in a formal way; supporting informal practice group activities; and trying to learn knowledge in dialogue or other activities (Wang Wei, 2011).

#### *E. A Review of the Research Status at Home and Abroad*

Mobile learning is a new learning mode with the increasing popularity of multimedia technology and Internet application. It not only emphasizes the learner's subjective status and initiative, but also helps learners construct meanings through various forms of interaction. In view of the important role of mobile learning for learners, the academic community has also discussed mobile learning of English. Domestic research on English mobile learning mainly focuses on the following four categories: the first is the theoretical model of English mobile learning, which involves the construction and exploration of mobile English teaching or learning mode. The second category is the research of mobile English learning technology, which mainly focuses on the design and development of mobile English learning system. The third category is the research on the construction of English mobile learning resources, including the design and application of mobile learning resource packages, and the exploration of the integration of information technology or assisted mobile digital learning resource system with English curriculum. The fourth category is the practical study of English mobile learning, which aims to focus on the application and Empirical Study of mobile learning in English language competence training, including the empirical study of English listening, speaking and writing teaching and the application of vocabulary learning. The fifth category is the current situation survey of English mobile learning, aiming at investigating and analyzing the current situation of college students' English mobile learning, putting forward improvement strategies to improve the efficiency of mobile learning, and providing reference for future research.

The classification of mobile learning in foreign countries is similar to that in domestic countries. It mainly involves the exploration of theoretical models or methods, the technical research of improving English vocabulary and overall language level, the practical research of improving learners' English listening and writing skills, and two or more skills. It also includes the exploration of the use of mobile learning strategies in English.

It can be seen that in recent years, researchers at home and abroad have focused on a single theoretical model, technology and design research, resource construction, strategy use or practical application of mobile learning. Multidimensional comprehensive research on English mobile learning needs to be carried out. Individual researchers (Chen Weichao, Liu Navy, 2009; Liu Yandong, 2012) attempted to study the instructional design of English Mobile Learning under the guidance of constructivist learning theory, but failed to construct a complete English mobile learning model, nor did they verify the learning effect, nor did they study the learners' autonomous learning ability and learning under the guidance of constructivist learning theory. Longitudinal investigation and inquiry were carried out on learning attitude and motivation. Different from the traditional teaching mode which focuses on teacher-centered knowledge imparting and learners' passive acceptance and mechanical memory learning, constructivist learning theory emphasizes learner-centered learning and advocates learners' autonomous learning and active construction of meaning under the guidance of teachers. Guided by constructivist learning theory is also the value of this study.

### III. THE SIGNIFICANCE AND VALUE OF THE RESEARCH

From the perspective of constructivist learning theory, this paper takes tests, questionnaires, interviews and classroom observations as the research methods, and takes English majors and non-English majors as the research objects, aiming at achieving the following objectives: Firstly, by exploring the conjunction between constructivist learning theory and English mobile learning, we construct an English mobile learning model based on constructivist learning theory. Then, based on the new model of construction, this paper makes a horizontal comparison and longitudinal tracking survey on learners' learning effect, autonomous learning ability and learning motivation, and explores the possible factors affecting the changes of learners' indicators, with a view to providing reference for future mobile English learning.

#### *A. Theoretical Significance and Value*

There is still a lack of English mobile learning model based on constructivist learning theory in China. This paper makes a systematic study of this issue, which is of great significance to reveal the essence of English mobile learning for learners.

This paper systematically examines the changes of learning effect, autonomous learning ability, learning motivation and other indicators under the new model by using the quantitative and qualitative research methods, and reveals the causes of affecting English mobile learning in an all-round way.

A cross-sectional comparison and a longitudinal follow-up study under the new model can better reveal the characteristics of learners' English mobile learning process.



### B. *Practical Significance and Value*

Under the guidance of constructivist learning theory, the practical study of English mobile learning model will help to test its theoretical characteristics and application value effectively, which is one of the important practical significance of this paper.

The study of English mobile learning model based on constructivist learning theory can provide a basis for deepening the reform of English teaching. The results can directly serve English mobile learning and help solve the problems existing in the process of English mobile learning.

Construct English mobile learning model based on constructivist learning theory, clarify the factors affecting English mobile learning, and provide reference for English teaching and learning.

## IV. RESEARCH DESIGN

### A. *Research Objectives*

Based on constructivist learning theory, this paper explores how mobile technology-based learning occurs and produces meaning construction, so as to draw on the reasonable factors of Constructivism to carry out practical research on the construction of English mobile learning model.

To verify the support of constructivist learning theory for new learning methods and whether it can provide a theoretical framework for English mobile learning, so as to make the new learning model meet the requirements of student-centered mobile learning.

Focus on the combination of constructivism and mobile learning characteristics, and use empirical methods to connect teaching theory, learning methods and technical characteristics, so as to combine English mobile learning model with constructivism learning theory and put it into practice.

### B. *Research Contents*

On the theoretical level, by sorting out and analyzing the relevant literature, we can grasp the concepts of constructivist learning theory, the history and current situation of English mobile learning at home and abroad comprehensively and correctly; by clarifying the literature, we can form a comparative analysis of the actual data, summarize and summarize the information data, and construct the English mobile learning model under the constructivist learning theory.

On the empirical level, this paper conducts an applied study of English mobile learning model based on constructivist learning theory. Specifically:

1) Build a mobile learning platform for Wechat and integrate English learning inside and outside the classroom. The learners make use of the personal chat, group chat and circle of friends in the form of text, voice and video to realize the interaction between teachers, students, teachers and students in English learning and English mobile learning platform.

2) Based on the constructivist learning theory, we attach importance to the interaction among teachers, learners and learning resources in the process of learning, strive to create a good learning environment, and create an interactive English mobile learning environment with the characteristics of associative thinking, self-consultation and mutual consultation. Combining theory with learning platform, the construction of new model is completed.

3) To investigate the learning effect under the guidance of the new learner model by combining the qualitative and directional methods, which mainly involves the change trends of learning achievement post-test, autonomous learning ability, learning attitude, learning motivation and so on, and then explore the causes of these changes.

4) Combining the materials collected from interviews and classroom observations, the new model is improved and perfected. According to the results of the study, this paper puts forward some useful suggestions for mobile English learning, and the revised model can be further put into practice.

### C. *Research Hypothesis*

1) With constructivist learning theory as the theoretical framework, through the establishment of mobile English learning platform based on mobile phone Wechat and the analysis of interaction in and out of English classroom teaching, mobile English learning model under Constructivist Learning Theory can be used for English teaching and learning.

2) Compared with the traditional college English learning model, the English mobile learning model based on constructivist learning theory can effectively improve learners' English learning effectiveness, enhance their autonomous learning ability and motivation.

### D. *Innovation Points*

1) Previous studies have paid more attention to individual aspects of English mobile learning. Individual mobile learning studies conducted under the guidance of constructivist learning theory are limited to the instructional design of computers and enterprise training, and do not involve the field of English mobile learning. This paper constructs an English mobile learning model based on constructivist learning theory for the first time.

2) An empirical study of English mobile learning model based on constructivist learning theory is carried out for the first time. By using the method of simultaneous multi-group and group tracking, we can not only compare the effect of



English Mobile Learning under the new model, but also discover the development track of learners' language ability under the new model, so as to reveal the essence of learners' English mobile learning.

#### *E. Implementation Steps*

##### 1. Research ideas of this paper

The first stage: preparation for the early stage and the beginning stage. This paper systematically collects and classifies the relevant literature at home and abroad, further defines the research technology route and periodic achievements, clarifies the constructivist learning theory at the theoretical level, defines the core concepts of mobile learning, and explores the research methods of mobile learning.

The second stage: the specific implementation stage of the project. An English mobile learning platform based on mobile Wechat is built, which is mainly composed of different interactive forms such as private chat, circle of friends, Wechat group and so on. Emphasis is laid on theoretical research in the early stage, and empirical research in the later stage. This paper expounds the constructivist learning theory and the research methods of English mobile learning from the theoretical level, and preliminarily constructs an English mobile learning model based on constructivist learning theory.

The third stage is to analyze the interaction between teachers and students, students and students, teachers and learning resources, and to improve the construction of English mobile learning model under the constructivist learning theory by using the mobile phone Wechat English learning platform.

The fourth stage: An experimental study on the application of English mobile learning model based on constructivist learning theory is conducted to test and evaluate the effectiveness of the model, whether it can promote interaction in English mobile learning, whether it can stimulate and maintain learners' interest in learning, whether it can improve learners' English level, and whether it can be recognized and favored by learners. On the empirical level, this paper evaluates the effectiveness of English mobile learning model based on constructivist learning theory, and conducts a horizontal comparison and longitudinal tracking study of English mobile learning by means of information technology such as mobile micro-messaging and virtual simulation technology. Based on the constructivist learning theory, this paper conducts a comparative and follow-up survey of learners' learning effectiveness, autonomous learning ability, learning attitude, learning motivation and various influencing factors through six months' and one and a half years' teaching practice, using language proficiency tests, questionnaires, interviews and classroom observation. According to the teaching feedback, we should further improve the English mobile learning model under the constructivist learning theory.

##### 2. Research methods and technical routes

This paper investigates the effectiveness of the English mobile learning model based on constructivist learning theory by combining quantitative (test, questionnaire) and qualitative (interview, classroom observation). It is intended to take full-time English majors and non-English majors from several universities in Beijing (such as Beijing Foreign Studies University and Beijing Jiaotong University) as the research subjects, with English learners as the subjects. The changes of language proficiency test scores, autonomous learning ability and learning attitude are the specific indicators. Horizontal comparative study subjects can be divided into experimental group and control group. The experimental group adopted the brand-new English mobile learning model we constructed, while the control group used the traditional learning model to examine whether there were differences in many specific indicators between the two groups after a period of six months. The subjects of the longitudinal tracking study are mainly English majors. A one-and-a-half-year follow-up survey of English learning has been conducted to investigate the development of learners' English Mobile Learning under the new model. The questionnaire mainly includes the autonomous learning ability, learning attitude and learning effect of mobile Wechat. We will also design structured interviews to collect some of the participants' views on English mobile learning as a further verification and supplement to the quantitative results. In addition, through classroom observation and analysis of the advantages and disadvantages of English mobile learning, as well as the performance of the experimental subjects. SPSS 20.0 and NVivo 11 were used as analysis tools, t-test and structural equation model were used for statistical analysis of experimental quantitative data, and NVivo 11 was used for bottom-up grounded analysis of qualitative data.

#### V. CONCLUSION

Under the background of educational informationization, mobile learning is considered as one of the most important learning modes in the future. In College English teaching, mobile learning starts with teaching methods, teaching means, teaching technology and teaching methods, assists in solving the problems of insufficient English teaching hours, students' low interest in English and inefficient learning, and guides students to adopt correct learning methods to form good learning habits in the process of learning English, so as to improve the quality of English teaching in higher vocational colleges and truly realize them. The purpose of English education.

The English mobile learning model based on constructivist learning theory is adapted to the current trend of College English reform. With the development of practical teaching in the future, it will certainly provide some reference for college English teaching in the future.

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# Similarities in Textual Contents between Burung Simbangan Poetry and Siti Zubaidah Poetry

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**Abstract**—One of the scripts stored in the Lambung Mangkurat Museum, Kalimantan Selatan Province, is Burung Simbangan Poetry. The interesting part is that this script has several similarities to Siti Zubaidah Poetry. This research is a philological study, of which the research aims to reveal the existence of a script amidst the owner's ethnicity. The method applied to understand these scripts is a qualitative method using a content analysis technique. The data source comprises both of scripts documents. The findings of this study include several similarities in the narrative between Burung Simbangan Poetry and Siti Zubaidah Poetry. These similarities are the stories about (i) a protagonist who has multiple wives; (ii) a first wife (the oldest), who assists her husband in a war until victory; (iii) a first wife (the oldest), who disguises herself as a man; (iv) a protagonist who is imprisoned in a poisonous well; (v) a protagonist who is hit by a chained arrow; (vi) the oldest wife, who assists her husband in reclaiming a young wife kidnapped by an enemy; and (vii) a protagonist assisted by four loyal *patih*, or commanders.

**Index Terms**—myth, legend, philology, Burung Simbangan Poetry, Siti Zubaidah Poetry

## I. INTRODUCTION

One of the scripts stored in Lambung Mangkurat Museum, Kalimantan Selatan Province, Banjarbaru, is Burung Simbangan Poetry. It is a Banjar classic written in Jawi letters by an anonymous author. From the language and paper used, this poem is believed to have been written in the early 1800s or early 1900s. Meanwhile, from its content, which is filled with India-Hindu nuance, this poem can be considered a literary work under the influence of India-Hindu. The script of Burung Simbangan Poetry has 1003 stanzas.

One interesting factor is that this script bears several similarities to Siti Zubaidah Poetry, while if it is examined according to genre and period, these two scripts are very distinct. According to genre, Burung Simbangan Poetry is categorized as myth, while Siti Zubaidah Poetry is legend. According to time period, Burung Simbangan Poetry is a part of Banjar classical literature from the age of India-Hindu and Siti Zubaidah Poetry is part of Banjar classical literature from the age of transition from Hinduism to Islam.

Syair Siti Zubaidah is well-known in Kalimantan Selatan. In the 1970s, this poem was performed every Saturday night on Radio Republik Indonesia (RRI) Banjarmasin by Ms. Saniah. At this time, in villages, people gathered in the homes of those rich enough to have radios. They came there with one purpose: to listen to Syair Siti Zubaidah performed by Ms. Saniah.

Similar to Burung Simbangan Poetry, Siti Zubaidah Poetry was also written in the Jawi alphabet. The Melayu scripts, especially those stored in Lambung Mangkurat Museum, are mostly written in the Jawi alphabet, as only the few educated people in Banjar were able to write using Latin letters. Most people were illiterate of the Latin alphabet but knew the Jawi alphabet.

These people learned the Jawi alphabet from religious teachers directly at these teachers' houses. In these houses, they also learned about Islam. During this period, Islamic holy books were written in the Jawi alphabet. Therefore, with their knowledge of the Jawi alphabet, written communication, including letters from teachers to their disciples and literary works in this era, were also written in the Jawi alphabet. Sometimes, the scripts written in the Jawi alphabet were also called Jawi books. This paper aims to compare Burung Simbangan Poetry and Siti Zubaidah Poetry.

## II. RESEARCH METHOD

This study used a qualitative method with the texts as the primary data source. To understand these texts, the researcher applied a hermeneutic approach and content analysis technique. A hermeneutic approach is an approach that prioritizes persistence and accuracy in reading texts. Repeatedly reading texts is a method used to grasp the meaning along with the details and that takes those details into account, as well. This approach is inseparable from the content analysis technique. Krippendorff (2004) stated that content analysis is "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use".

The hermeneutic approach and the content analysis technique are interconnected. How content analysis works, which is known as hermeneutic circles, becomes how hermeneutics works in order to understand the messages of a text. Krippendorff (2004) argued that "The analysts acknowledge working within hermeneutic circles in which their own socially or culturally conditioned understanding constitutively participate". The hermeneutic circle is an observation

and thorough reading of textual contents to understand the overall content of the text. The observation and thorough reading of the text followed by partial observation and reading of the text is continuously repeated; therefore, this activity is similar to an unsaturated circle. The saturation ends when the essential meaning of the text is considered precise.

In relation to the hermeneutic circle, Ricoeur (2012) restated three important aspects in attempts at interpreting, defining, and explaining a text. These three aspects include: (i) to interpret the text's verbal meaning is to interpret it wholly; (ii) defining a text is to define it as an individual; and (iii) a literary text involves a horizon of potential meanings, which can be actualized in many different ways.

### III. LITERATURE REVIEW

Burung Simbangan Poetry and Siti Zubaidah Poetry are the inheritance of Banjar classical literature in the form of texts. Usually in literary studies, classical literature in the form of scripts is first studied by philologists using their philological theories. These philologists are at the vanguard of textual research. Robson (1994) argued that for classical literary works to be "read and comprehended", two things can be done: to present and interpret the multiple meanings contained within the text itself.

Philology originates from a Greek word of *philos* or 'love' and *logos* or 'word' and is commonly affiliated with the study of textual content or meaning of an ancient script (Sudjiman, 1995). This ancient script was composed by an ancient community. Due to these inherited scripts, today's generation can acknowledge the life in the past. The scripts depict the overview of a past culture, the culture of the ancestors of a nation. Philology attempts to reveal the cultural products of a nation through the study of language used in the written inheritance (Baried, 1985). Some types of culture of an old community (traditional community) are discussed in classical scripts. These classical texts comprising traditional people's culture are called scripts.

Philological studies require the patience and precision of researchers. In studying a script, the only data source is the script itself. The author and the society it was written in and existed in are no longer valid due to the passing of generations and time. Effendi (2017) argued that humans who supported a culture no longer exist due to changes in ages and generations; however, because of their legacy in the form of readable scripts, the traces of their culture from time to time can be perceived and understood by the next generations. From these scripts, the next generation can understand and inherit the values of humanity, spirituality, views of life, skills, and other legacies that are supposed to be known and embraced. Different from modern literary works, other than the work itself as a research data source, researchers can still perceive the community of readers and other cultural environments that lived together with these literary works. In other words, the interpretation of modern literary works is easier and more certain than the interpretation of ancient literary works. However, the result of a study or research is truly determined by the researchers' integrity.

Other than the absence of a possible interaction between the researcher and other data sources but the script, the researcher also faces another obstacle, which is the fact that generally the script was oral. It is uncertain exactly when these oral stories were transcribed by a copyist as a written script. Ikram (1997) argued that the birth of classical or traditional literature is very different from the birth of a modern literary work. In the traditional world, the connection between literature and the society it was born in is very close. The literature circulated within the community and became theirs until it was written down. It was clear that the line between oral and written literature was blurry.

Nusantara literary scripts can be categorized into four periods. First, the scripts containing the original stories of Nusantara. Second, the Nusantara scripts filled with stories with an India-Hindu nuance. Third, the Nusantara scripts containing stories combining Hindu and Islamic nuances. Fourth, the Nusantara scripts with an Islamic nuance (see Effendi). Generally, the writing was known in Nusantara land when Hinduism began to spread. In this period, the stories with an India-Hindu nuance were circulated among the community.

After the arrival of Islam, the copying of scripts became popular. Moslem Nusantara litterateurs skillful in writing Arabic letters collectively copied many scripts they were familiar with. It did not matter whether it was original, Hindu-nuanced, or Islam-nuanced— everything was copied in the Arabic-Melayu or Jawi alphabets.

The scripts with an Islamic nuance written in the Jawi alphabet were known as literary books. Fang (1991) argued that literary books comprised of a wide range of studies, including about Alquran, interpretation, *tajwid*, broadcasts, *ul-Islam*, proposals, *fiqh*, Sufi science, *tasauf* science, withdrawal, remembrance, *rawatib*, prayers, talismans, treatises, wills, dan the book of tib (medicine, incantations). Furthermore, the Jawi alphabet was not only used for literary books with a nuance of Islam but also for writing literary works with a nuance of Hindu (including Burung Simbangan Poetry). Jawi means the people of Java, including Melayu. Arabic people in the past considered Nusantara the island of Java. Therefore, the Melayu writing using Arabic letters was known as the Jawi alphabet (Isa, 1999).

The stories in Banjar scripts are mostly legends and myths. Legends are stories that are believed by the authors' society to be based on true events, while myths are stories that are also believed by the authors' society but are also considered sacred by the authors. The sacredness of the myth can be seen when the narrative begins with certain rites, such as burning incense and reciting prayers that have to be performed by the storytellers. Legendary and mythical stories are filled with pralogical aspects in which the stories are logical to the creators of the story yet illogical to others. These aspects include humans who are immune to weapons, weapons that launch fire, humans who can fly, etc. (Effendi, 2017).

Liaw Yock Fang (1991) stated that there are few Siti Zubaidah Poetry scripts. The oldest script is stored in the SOAS library (MS 37083) dated 1256 H (1840 M). Siti Zubaidah Poetry has 3373 stanzas. Sayekti and Jaruki (2016) transliterated the script of Siti Zubaidah Poetry stored by a resident of Marabahan (Kalimantan Selatan). The script had been transliterated from the Jawi into the Latin alphabet by Irawan (2009).

#### IV. THE SIMILARITIES BETWEEN BURUNG SIMBANGAN POETRY AND SITI ZUBAIDAH POETRY

Several similarities between the Burung Simbangan Poetry script and the Siti Zubaidah Poetry script are presented in this study.

##### A. A Protagonist with Multiple Wives

The protagonist in Burung Simbangan Poetry has a number of wives. Similar to that story, the protagonist in Siti Zubaidah Poetry also has a number of wives. However, the argument about this case has had different bases or reasons. In Hindu literature, having multiple wives was considered a prestige for a knight. A wife seized during a war, especially a war that involved many knights from different creatures (physical and spiritual creatures), raises the value of the knight. He would become very respectable and admirable. In the literature with a Hindu nuance, a knight can have as many wives as he wishes. This refers to the magical ability possessed by the knight. The more powerful he is, the more wives he can have.

Different from Islamic literature, marriage is conducted in order to fulfill the mandate of the Prophet Muhammad. The Prophet recommended or allowed men to have four wives on the condition that they act fairly toward their four wives.

The character in Burung Simbangan Poetry who has multiple wives was Wijaya Karti, who already had 39 mistresses and was seeking another to reach 40. The lyrics depicting the knight can be seen in the following Burung Simbangan Poetry.

Original poetry	Meaning
<i>Wijaya Karti raja bestari Tiga puluh sembilan ada berputri Tetapi belum diambilnya istri Karenalah lagi hendak mencari</i>	Wijaya Karti the powerful king Thirty-nine ladies are his own But not yet taken as wives So much to look for
<i>Kuranglah satu barisi galuh Lagi mencari seorang tubuh Hendak mencukupkan empat puluh Jadi mencari bersungguh-sungguh</i>	It still one more young lady More looking for a body Want to make forty So, he seek hardly

Another character in Burung Simbangan Poetry with multiple wives was Manik Suntana. Manik Suntana is the main character in this story and is described as having two wives: an unnamed one and a wife named Princess Gumilang Sari. Princess Gumilang Sari was obtained by Manik Suntana after he had defeated a number of knights who had also competed for her.

In Siti Zubaidah Poetry, it is mentioned that the protagonist, King Ahmad Syah, also has four wives. The happiness and harmony among these four wives are depicted in the following lyrical stanzas.

Original poetry	Mean
<i>Raja Ahmad Syah terlalu suka Beroleh istri elok belaka Sama tak jemu dipandang mata Keempatnya sama dikasihkan juga</i>	King Ahmad Shah too much love Got beautiful wives Similarly, all are nice see The four were equally astonished
<i>Keempat putri terlalu suka Berkasih-kasih bagai saudara Putri Rahmah pandai memelihara Mengikuti perangai bunda saudara</i>	The four wives too much like Love each other like a sister Princess Rahmah expert in preserving Follow her mother's attitude
<i>Terlalu kasih akan madunya Tidak bercerai keempatnya Terlalu sangat baik hatinya Laku Zubaidah habis diturutnya</i>	Too much love for her concubines The fourth no divorce Too very good-hearted Zubaidah's conduct was followed over

##### B. The First Wife Assisting Her Husband in War

In Burung Simbangan Poetry, Lord Manik Suntana and his four commanders were defeated in a war against Wijaya Karti. Manik Suntana, who rode a white tiger, was pierced by Wijaya Karti's arrow. The arrow turned into a chain and bound him and his white tiger. Manik Suntana then fell down into the wilderness.

In his plight, Manik Suntana removed a bunch of flowers from a pouch. The flowers turned into a lady (who is Manik Suntana's first wife). She was sad to see her husband in that state. He told her what had happened to him. Upon hearing his story, she was also engulfed in this sadness and was willing to assist him in a war to reclaim his young wife.

Eventually, the war was won by Manik Suntana, thanks to the help of his powerful first wife (oldest wife). The event of the oldest wife assisting her husband in a war in Burung Simbangan Poetry is depicted as follows.

Original poetry	Meaning
<i>Macan putih Manik Suntana Terlalu sangat gundah gulana Panah rantai itu terkena Jatuh malayang ke sini sana Ia pun jatuh ka tengah hutan Dibawa panah yang kasaktian Hati di dalam tarlalu rawan Air matanya jatuh barhamburan</i>	White Tiger of Manik Suntana Over of upset Both were shot by an arrow conjured a chain Fall float zig zag  They fell down into the wilderness Dragged by a magic arrow His heart too vulnerable The tears fell down scattered
<i>Gundah sangat tiada terpari Di dalam hutan seorang diri Kembang diungkai dengan lestari Lalulah hidup menjadi putri Tuan putri sakit hatinya Melihatkan hal itu suaminya Lalulah segera ia bartanya Apakah kakang asal mulanya Manik Suntana menyahut perlahan Berbagai warna yang dikatakan Sedikit tiada yang bertinggalan Putri mendengar belas kasihan</i>	His deep sorrow imperceptible In the woods alone Flowers taken out from the pouch Then transformed into a princess  The Princess hurts hearted To see the state of her husband She immediately asked What happened my dear  Manik Suntana responded slowly Various colors were said Not a bit left behind She heard lovingly
<i>Tuan putri berhati goyang Ia berkata pada sekarang Katanya aduh paduka kakang Adinda hendak turut berperang</i>	The princess heart swung She said at present She said oo...my honey Let your lover leave for fighting
<i>Tuan putri intan habandung Anaknya ajar meminta tolong Bersaru-seru mintalah tolong Kedegaran ka surga Kayangan Mendung</i>	Princes Intan is akin a beautiful painting She begged to the God Ask for help Her voices reached heaven Creating a cloud
<i>Sakalian Dewa membari berkat Rantai hilang pada sesaat Manik Suntana sukanya sangat Lalulah segera hendak berangkat Terlalu suka di dalam dada Istrinya dipeluk dicium serta Jika tiada emas adinda Pastilah mati badan kakanda</i>	The Gods bless her The chain disappeared flashy Manik Suntana was very happy Leaving the wilderness immediately Too much glad in the heart His wife was hugged and kissed If no gold were yours Certainly, I became a dead body

In Siti Zubaidah Poetry, King Zainal Abidin's wife, Siti Zubaidah, came to free him and his four commanders who were taken hostage by seven Chinese princesses. Thanks to her help, King Zainal Abidin and his four commanders were freed and won the war. In attempts to free her husband, Siti Zubaidah disguised herself as a man named Syahar. Syahar was accompanied by her best friend, Rukayah Putri. Rukayah also disguised herself as a man named Nahar. The event is narrated in Siti Zubaidah Poetry as follows.

Original poetry	Meaning
<i>Syahar itu sangat gagahnya Kunci besi dapat dipatahkannya Sama sekali dibukakan semuanya Terlalu suka di dalam hatinya</i>	Shahar looked very gallant The iron lock can be broken Absolutely everything was open Too much love in his heart
<i>Setalah pintu sudah terbuka Tampaklah wajah sultan paduka Tanda yakin cahaya di muka Separti kuning tampaknya juga</i>	After the door was open Looks at the face of the lord The signs are sure to light up in advance Yellow spots seem to be as well
<i>Syahar pun tidak terpancangan Kepada Nahar disuruh ambilkan Coba Adinda tolong ambilkan Biar Kakanda menyambutnya tuan</i>	Shahar was not seen He asked Nahar to take Please bring me something Let me greet the master

### C. A First Wife Disguises Herself as a Man

In the attempt to assist her husband to win the war in both in those examples, the protagonists' wives disguised themselves as men. The disguise of Manik Suntana's wife is narrated in Burung Simbangan Poetry as follows.

Original poetry	Meaning
<i>Tuan putri muda perlinti Menyipat meng-Ajar dewa yang sakti Menjadikan diri laki-laki Pantas manis bukan separti</i>	Young Princess of a pearl Prya to the almighty God To turn him into a man Her appearance is completely akin to a man
<i>Putri meski suka dan riang Bagaikan pakaian lanang-lanang Pantas manis bukan kepalang Memakai senjata tumbak dan parang</i>	Princess felt likes and cheerful Like a man's clothes Her appearance is unbelievable Holding a spear and a machete

In Syair Siti Zibaidah, she disguised herself as a man, as narrated below.

Original poetry	Mean
<i>Kata orang yang punya madah Kepada putri bermohon sudah Lalu memakai paras yang indah Separti laki-laki pakaian berpindah</i>	Says someone with flatter To the Princess begging something Then wear a beautiful face As far as male cloak is moving
<i>Lalu berjalan dengan segera Ke negeri Yunan muda pervira Langsung masuk ke dalam negara Mendapatkan maharaja putra</i>	Then walk right away To the Yunan country as a young soldier Jump directly into the country Got the emperor
<i>Hamba ini tidak berbanyak kata Sudah tertangkap raja yang jaya Ke dalam penjara dimasukkan serta Zubaidah konon menggantikan tahta</i>	I do not say too much Have catch by a glorious king Thrown into the jail Zubaidah supposedly ascended the throne
<i>Akan Zubaidah muda bangsawan Bergantilah nama Syahar Pahlawan Adil dan murah barang kelakuan Kasih kepada teman dan kawan”</i>	Will Zubaidah young patrician Replace her name with Syahar the hero Fair and cheap behavior Love to friends and companions
<i>Adapun Rukayah putri yang paut Nahar konon nama yang nyata Bijak bestari jangan dikata Seorang tidak tahu warta</i>	The Rukayah princess akin a beautiful painting Nahar is supposedly her real name Unbelievable brilliant One does not know the news

#### D. A protagonist Imprisoned in a Poisonous Well

In Burung Simbangan Poetry, it is mentioned that lord Manik Suntana and his four commanders are put in a prison in the form of a well filled with poison. The prison is locked with three layers and guarded by an army. In Siti Zubaidah Poetry, it is mentioned that King Zainal Abidin and his four commanders are captured by Chinese princesses and then put into a prison with a steel door, wherein flows a deadly poisonous well.

The event of Manik Suntana being thrown into a prison full of poison is related as follows.

Original poetry	Meaning
<i>Manik Suntana sudahlah dapat Sertalah patih yang berempat Kelimanya itu lalu diikat Ke dalam kunjara itu dibuat</i>	Manik Suntana already got Accompany by his four commanders The five were then tied Thrown into the jail
<i>Sudah dibuat ke dalam penjara Dimasukkan racun obat yang tua Serta dikunci berlapis tiga Balatentara suruh berjaga</i>	Already made into prison An old toxic poison was put inside And three layered locked The guard queue outside
<i>Amarah segala menteri dipati Menjaga keranda malamnya hari Setelah sampai ke tujuh hari Dibuang ke laut dengan lestari</i>	The anger of all the commanders Take care of the night coffin After Reaching seven days Thrown to the sea certainly

In Siti Zubaidah Poetry, the event of King Zainal Abidin and his four commanders is depicted as follows.



Original poetry	Meaning
<i>Putri ketujuh mendengar katanya Terlalu sangat malu rasanya Raja Cina sangat murkanya Sambil bertitah dengan marahnya</i>	The seventh Princess heard a news She was too shy about it The King of China was very angry Spoke his anger
<i>Baiklah dia kita siksakan Ke perigi racun kita masukkan Inilah baik kita balaskan Perkataan kita tidak diturutkan</i>	Let us torture them Pour the poison into the well This is our revenge Our words were not obeyed
<i>Setelah didengar berenam putri Titah baginda raja bestari Berkata kepada segala menteri Bawalah dia masukkan perigi</i>	After hearing the six Princesses The virtuous king commands Said to all commanders Bring him to the well
<i>Baginda dibawa putri berempat Ke dalam taman pagar yang rapat Perigi racun penjuru empat Berpintu besi dikunci rapat</i>	The king was transported by the four Princesses Inside the locked tightly garden Four corners of the poisonous well Iron door locked closely

### E. A protagonist Hit by a Chained Arrow

In Burung Simbangan Poetry, it is mentioned that Lord Manik Suntana and his four commanders were shot by a chained conjuring arrow by commander Ambak Sigara. In Siti Zubaidah Poetry, it is mentioned that king Zainal Abidin and his four commanders were hit by a chained arrow by a Chinese princess named Kilan Syamsu.

The event of the protagonists being shot by a chained arrow is narrated in Burung Simbangan Poetry as follows.

Original poetry	Meaning
<i>Adapun Patih Ambak Sigara Melihat geger balatentara Amarah patih tiada terkira Bersemedi mengejar Dewa Batara</i>	As for commander Ambak Sigara Seeing his army in turmoil Infinite anger expressed Meditate to God
<i>Menjadikan asap di atas gagana Sampai kepada manik Suntana Gelap pandangan ke sini sana Hatinya bimbang gundah gulana</i>	Make smoke beyond the ultimate cloud Get to Manik Suntana Dark sight everywhere His heart is doubtful and upset
<i>Ambak Sigara semedi pulang Panah rantai segera diting Macan Putih hilang pemandang Lalulah jatuh melayang-layang</i>	<i>Ambak Sigara meditate back</i> Chain arrows immediately appointed The White Tiger lost sight Falling down hover
<i>Macan Putih Manik Suntana Terlalu sangat gundah gulana Panah rantai itu terkena Jatuh melayang ke sini sana</i>	White Tiger of Manik Suntana Too very doubtful and upset The chain's arrow hit them Falling floating zig zag

In Siti Zubaidah Poetry, a similar incident was also experienced by the protagonist, king Zainal Abidin, and his four commanders. That event is depicted by Siti Zubaidah Poetry as follows.

Original poetry	Mean
<i>Pikir putri di dalam hatinya Raja Kumbayat sangat eloknya Dengan adinda sangat patutnya Baik kuambil akan suaminya</i>	The princess thought in her heart Lord Kumbayat was very handsome With her is very well suited Well I took as a husband
<i>Baiklah aku menangkap dia Sayang hatiku membunuh dia Parasnya elok bangsawan mulia Seperti bulan purnama raya</i>	Well I caught him It is too pity to kill him The noble aristocrat is exquisite Like the full moon
<i>Jika sudah di dalam tanganku Masakan tidak menurut kataku Aku perbuat seperti saudaraku Terlalu berkenan rasa hatiku</i>	If it is in my hand Impossible did not follow me I do like my brother Too much to feel my heart
<i>Setelah dipikir sedalam-dalamnya Segera mengambil anak panahnya Dipannahnya Jakfar serta keempatnya Menjadi tali yang mengikatnya</i>	After a deep thought Take an arrow immediately Shooting Jakfar's and the fourth Become a string that binds them

#### F. A First Wife Assists in Reclaiming Her Husband's Young Wife Who Has Been Kidnapped

In Burung Simbangan Poetry, it was narrated that a wife helps her husband fight to reclaim his young wife who has been kidnapped by the enemy. It was mentioned in Burung Simbangan Poetry that the young wife (second wife) of Manik Suntana was kidnapped by a powerful man named Lord Wijaya Karti. Manik Suntana was helped by his first wife to reclaim her. In Siti Zubaidah Poetry, the first wife, Siti Zubaidah, sincerely forgives the second wife's mistake and marries off her husband to two other ladies.

The event of a first wife assisting in reclaiming her husband's young wife who has been kidnapped is depicted in Burung Simbangan Poetry as follows.

Original poetry	Meaning
<i>Ia pun terbang dengan bersegera Menuju negeri Pasir Sigara Tiada tersebut lagi antara Bertemu kepada balatentara</i>	She flew in a hurry Lead up to the land of Pasir Sigara There is nothing between Meet the army
<i>Berdua itu memandang ke tengah medan Bertemu segala menteri sekalian Orang melihat tercengang heran Manik Suntana datang berkawan</i>	The two looked at the battlefield Meet all commanders People look surprised Manik Suntana came to be a friend
<i>Tuan putri segera berubah Menjadikan dirinya sepucuk panah Mancur cahaya yang amat limpah Siapa memandang berhati gundah</i>	The princess soon changed Make herself as an arrow Emit sparkling light Who looks at the desperate
<i>Manik Suntana muda bestari Memegang panah asalnya putri Bersiku tunggal raden berdiri Panah dilepas dengan lestari</i>	The young and brilliant Manik Suntana Holding the arrows incarnation of the Princess Single angled the lord stands An arrow was shot precisely
<i>Seperti kilat panahnya terbang Suaranya berdengung seperti kumbang Terlalu takut senjata orang Semuanya pada masuk ke kumpang</i>	The arrow flying like a flash Its sound buzzed like a bee Too afraid of people's weapons It is all get into the machete holder

In Siti Zubaidah Poetry, the story of the first wife (Siti Zubaidah) who marries off her husband due to love and devotion to him, as well as to implement Islamic sunnah, is depicted by Siti Zubaidah Poetry as follows.

Original poetry	Mean
<i>Demikian itu konon ceritanya Sultan Abidin dikawinkannya Kilan Cahaya jadi istrinya Sultan Yunan yang memberinya</i>	So, the story supposedly goes The King Abidin was matchmade Kilan Cahaya becomes his wife Sultan Yunan as a matchmaker

Sultan Yunan was an alias for Siti Zubaidah disguised as a man. Therefore, king Abidin has three wives: Siti Zubaidah, Putri Sejarah, and Kilan Cahaya. After a few moments, he was married again by Siti Zubaidah. Siti Zubaidah's reason to do that again was for her husband to fulfill the Islamic sunnah, which allows men to have four wives. The story of Siti Zubaidah marrying off her husband can be seen in the following lyrical stanzas.

Original poetry	Meaning
<i>Adapun Zubaidah putri Berkata kepada suami sendiri Hendak bekerja tujuhnya hari Menikahkan Tuan dengan Rukayah Putri</i>	As for Princess Zubaidah Says to her husband Want to work seven days Get married the Lord with Rukayah Putri
<i>Putri Rukayah Laila yang paut Dialah jadi saudaranya beta Budinya banyak kepada kita Biarlah sama naik setahta</i>	Princess Rukayah Laila the beautiful akin a painting She is become my sister Her buddy is much to us Let us get up the throne
<i>Baginda mendengar kata istri Baginda tersenyum manis berseri Katanya wahai kemala negeri Sudahlah banyak kakanda beristri</i>	The lord heard the wife say He smiled sweetly He said, oh my country jade I have a lot of wives
<i>Mohonlah kakanda tuan kurniakan Beristri tidak kakanda niatkan Tuan seorang sudah sangat kucitakan Meskipun seribu istri tidak kusamakan</i>	Ask your best friend Married do not your intension Only you are my destiny Although a thousand wives do not make me crazy
<i>Zubaidah tersenyum memandang muka Sambil berkata lakunya suka Istri kakanda barulah tiga Hukum syara sampaikan juga</i>	Zubaidah smiled at her face As she says he likes Your wife is only three Sunnah law recommends four
<i>Cukup empat apa salanya Karena laki-laki sudah adatnya Sunat konon mengikut nabinya Janganlah pula mengurungkannya</i>	What is wrong with four wives Because men have their custom Sunnah was said to follow the prophet Do not abandon it

### G. A Protagonist Accompanied by Four Loyal Commanders

In Burung Simbangan Poetry and Siti Zubaidah Poetry, the protagonists were accompanied by four loyal commanders. In Burung Simbangan Poetry, the protagonist, Lord Manik Suntana, was accompanied by four commanders, and in Siti Zubaidah Poetry, the protagonist, King Zainal Abidin, was also accompanied by four commanders.

In Burung Simbangan Poetry, the protagonist, Manik Suntana, was accompanied by Patih Layang Tarbang, Simbar Gunung, Umbak Sigara, and Sangga Alam. The story of the four commanders who were loyal to the protagonist, Manik Suntana, is narrated in Burung Simbangan Poetry as follows.

Original poetry	Meaning
<i>Adapun Patih Layang Terbang Di atas awan ia pun datang Tiada berpisah empat orang Dengan segala senjata parang</i>	As for commander Layang Terbang Even beyond the cloud he came No separation of four people With all the machete weapons
<i>Simbar Gunung Ombak Sigara Bersama terbang di atas udara Sangga Alam sama bermara Berpisah dengan balatentara</i>	Simbar Gunung and Ombak Sigara Together fly over the air Sangga Alam move forward Separated with their troops
<i>Patih yang empat di atas angkasa Bertemu dengan Manik Suntana Sujud menyembah patih keempatnya Berkabar segala tingkah lakunya</i>	The fourth commander on the sky Meet with Manik Suntana Praying to worship the fourth one Tell all stories
<i>Manik Suntana berkata perlahan Kitalah ini apa pikiran Tempat pencuri sudah ketahuan Putri pun sudah di dalam taman</i>	Manik Suntana said slowly This was what our mind is The place of the thief was caught The princess was already in the garden
<i>Keempat Patih menyembah sekarang Gustiku jangan berhati goyang Ayo ke sana kita berperang Merebut putri intan dikarang</i>	All commanders worship now My Lord do not upset Let us go for fight Snatch the Princess Intan at the rock

In Siti Zubaidah Poetry, the protagonist, King Zainal Abidin, was accompanied by four loyal commanders. They are Jakfar Sidik, Umar Baki, Abdullah Sani, and Muhammad Muhyidin. These four loyal commanders fiercely fight the Chinese army attacking the Kumbayat nation. The following lyrical stanzas depict their loyalty and heroism in protecting and fighting for the Kumbayat nation and their King.

<p><i>Jakfar Sidik segera berlari</i>  <i>Umar Baki wazir yang gahari</i>  <i>Abdullah Sani muda bestari</i>  <i>Terjun dari balairung sari</i></p> <p><i>Muhammad Muhyidin berdatang sembah</i>  <i>Kepada Baginda usul yang pitah</i>  <i>Ampun tuanku duli khalifah</i>  <i>Sekalian rakyat mau dikerah</i></p> <p><i>Jakfar dan Umar Abdulah serta</i>  <i>Masuk mengamuk memerang senjata</i>  <i>Tampik dan sorak gegap gempita</i>  <i>Laku seperti gajah yang meronta</i></p>	<p>Jakfar Sidik immediately ran  Umar Baki the vizier of the king  The young and brilliant Abdullah Sani  Plunge from the royal audience hall</p> <p>Muhammad Muhyidin come and pray  To his lord speak fluently  Mercy my lord oh your majesty  All the people want to be deployed</p> <p>Jakfar and Umar Abdulah accompany  Enter the arena raging by holding weapons  The air was filled with the whoop and uproar  Akin a struggled elephant</p>
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## V. DISCUSSION

The similarities between the scripts of Burung Simbangan Poetry and Siti Zubaidah Poetry indicate that one of them copied from or was influenced by the other. Looking at the genre, Burung Simbangan Poetry, whose genre is myth, existed before Siti Zubaidah Poetry, whose genre is legend. As seen from the aspects influencing the narrative, Burung Simbangan Poetry was influenced by Indian Hindu literature, which existed before Siti Zubaidah Poetry, which was influenced by Transitional Period literature, which was a transition from Hindu to Islamic society.

There are some indications that Burung Simbangan Poetry was a literary work with India-Hindu influence. This indication comes from the existence of (i) characters mediating to obtain supernatural powers, (ii) characters who can fly skillfully, (iii) a journey to choose a husband, (iv) the vicious Garuda bird, (v) utilization of magical tools, including arrow, mace, *cupu* (hole of mast), etc., (vi) stories about Gods and their powers in governing the universe, and (viii) stories about spiritual creatures, such as ghosts, giants (Djamaris, 1989).

If Burung Simbangan Poetry was an India-Hindu-influenced myth, then Siti Zubaidah Poetry was a transitional-period-influenced legend. Some indications of the latter are: (i) a very vivid Islamic nuance, such as characters proficient in reciting the Quran, religious characters, etc.; and yet, (ii) there is still an India-Hindu nuance, such as characters who mediate, who can fly skillfully, and the use of *isim* (incantations or mantra) used as a talisman or to cleanse the body from poison.

The similarities elaborated above can support the existence of a similar contextual content in both forms, which is predicted because Siti Zubaidah Poetry was influenced by Burung Simbangan Poetry, which has nuances of India-Hindu influence. In other words, Siti Zubaidah Poetry was a literary work of the Transitional Period, which was a transitional period from an India-Hindu influence to the Islamic literary age.

The existence of similarities between Burung Simbangan Poetry and Siti Zubaidah Poetry come from Siti Zubaidah Poetry having adopted some parts of the narrative of Burung Simbangan Poetry. This narrative adoption occurred because Siti Zubaidah Poetry was a literary work of the Transitional Period, one easily compared to the literary work of the Hindu Period. In the Transitional Period, the Moslem population of Indonesia did not have their own literary works, so that Indian-Hindu literature was adopted first and or treated as a source of inspiration in writing literary works.

Similarities between literary and cultural works often occur in the history of world literature. The most popular example is the similarity in literary ideas that elevates the forbidden love story, for example between Romeo and Juliet and between Layla and Majnun. This similarity can occur because of the existence of archetypes, along with personal memories and experiences common to all humanity. This idea becomes a part of universal unconscious. These archetypes are shared by all cultures, independent of time and place (Avci, 2016).

In the Indonesian context, the influence of Hindu literature on Islamic culture is very strong, especially in Java. This can be seen from the influence of the Mahabarata and Ramayana stories, which are then manifested in the form of puppet performances. The puppets, introduced in 1443 by Sunan Kalijaga, tell the stories of the Mahabarata and Ramayana. However, all literalism is thus transcended into universalism, with a strong component of indigenous cultural values. The new Muslim community in Java reinterpreted particular episodes (plays) and characters in terms of Islam (Yousof, 2010).

## VI. CONCLUSION

Similarities between Burung Simbangan Poetry and Siti Zubaidah Poetry stem from Siti Zubaidah Poetry adopting some part of the narrative of Burung Simbangan Poetry. This narrative adoption occurred because Siti Zubaidah Poetry was a literary work of the Transitional Period, one that was more easily compared to the literary works of the Hindu Period. In the Transitional Period, the Muslim population of Indonesia did not have their own literary works, so Indian-Hindu literature was adopted first and or treated as a source of inspiration in writing literary works.

The similarities between Burung Simbangan Poetry and Siti Zubaidah Poetry are (i) stories about romantic polygamy and living in harmony, (ii) stories about the first wife (oldest wife) assisting her husband in war so that he can win it, (iii) stories about the first wife disguised as a man, (iv) stories about a protagonist who is imprisoned in a poisonous well, (v)

stories about a protagonist who is hit by a chained arrow, (vi) stories about the oldest wife assisting her husband in claiming his young wife who is kidnapped by the enemy, and (vii) stories about a protagonist accompanied by four loyal commanders.

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# Visualization Analysis of Research of English for Specific Purposes in China Based on CiteSpace (2000-2017)\*

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**Abstract**—Based on the data from CNKI database, this study used CiteSpace to analyze the research hotspots and development trends of studies on English for Specific Purposes in China from 2000 to 2017. The results show that research hotspots mainly include college English ESP teaching reform, ESP teaching methods and models, needs analysis and ESP, ESP curriculum provision and curriculum design. The domestic studies on ESP experienced slow development in controversy, rapid development in practice and deep development with modern educational technology. Domestic ESP research has yielded fruitful results, but in the future, research on ESP evaluation system, ESP teachers, ESP corpora development, and ESP textbook construction should be deeply explored.

**Index Terms**—ESP, knowledge mapping, hotspot, trend

## I. INTRODUCTION

English for Specific Purposes (ESP) is the English relevant to a particular profession or discipline. It is an approach generated by learners' specific needs and it is developed with the development of social needs for English, linguistic theories and educational psychology research (Hutchinson & Water, 1987). In China, there was little research on ESP until 2000, when relevant scholars debated whether there was "English for science and technology (another term for ESP in China at that time)". Therefore, for quite a long time, scholars believed that college English teaching in China was just a general English teaching, and there was no need or necessity for ESP teaching (Cai, 2004). However, in 1999, the revised "syllabus for college English" formally proposed the concept of "professional English" and stipulated it as a compulsory course, the study of ESP then started a new era. Moreover, with the increasingly close international communication after China's accession to the WTO in 2001, the research achievements of ESP in China had been greatly enriched. The latest college English teaching guide issued by the ministry of education in 2017 clearly pointed out that ESP is one of the main contents of college English teaching. It can be predicted that the study of ESP is bound to set off a climax in the academic circle.

Therefore, it is necessary and timely to sort out the existing studies on ESP in China from 2000 to 2017 in order to guide the future research of ESP in China. At the same time, according to the retrieval and review of relevant literature in the database of China National Knowledge Infrastructure (CNKI), the existing articles about ESP in China are basically based on the summative research, with strong subjectivity. Articles on the research hotspots and trends of ESP in China after 2000 are scarce. In this context, this study attempts to use CiteSpace software to analyze the research on English for Specific Purposes in China from 2000 to 2017, so as to objectively reveal research hotspots and development trends in this field and provide some references for deepening English teaching reform in Chinese universities.

## II. RESEARCH METHODOLOGY

### A. Data Sampling

In this study, journals in CNKI database were used as the data source. Retrieval subject words were set as ESP and several Chinese translated terms, which were represented by ESP<sup>a</sup>, ESP<sup>b</sup> and ESP<sup>c</sup> in the following table or figures. The time zone was set from 2000 to 2017. A total of 7,690 articles were obtained through precise matching retrieval. Then, by reading the title and abstract of the paper, the retrieval results were further deleted and re-deleted. After removal of the meeting notice, academic news introduction, journal introduction and irrelevant items, 4,925 journal articles were finally obtained.

### B. Research Tool

A scientific knowledge map is a series of graphs reflecting the relationship between knowledge development process

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and structure. Visualization technology is used to present knowledge and their relationship, providing practical and objective reference for discipline research. In this study, CiteSpace 5.1 R8, a kind of visual analysis software, was used for data processing and drawing of knowledge map of ESP research in China from 2000 to 2017.

### C. Research Procedure

Firstly, 4,925 papers in reworks format were imported into CiteSpace for format conversion. Then, a new analysis project was established: the time interval was set from 2000 to 2017, with 2 years as a time slice; title, abstract, key words and extended key words were chosen; burst words were selected for the term type; keywords were selected for node type; the contact strength and range were set the default values; and the top 20 high-frequency data of each year were captured. Then, the program was run to generate the knowledge map after pruning operations. Finally, the generated knowledge map was described and analyzed.

## III. RESULTS

The present study uses bibliometric software for the first time to explore ESP developmental trends and research hotspots, which will be beneficial for future ESP research and ESP teaching in China.

### A. General Trend of ESP Research

Fig. 1 shows that the number of papers published on ESP was less than 100 per year from 2000 to 2006. From 2007 to 2012, the number of published articles greatly increased year by year. From 2013 to 2017, the number of published articles exceeded 500, maintaining a good growth trend. The overall rise in the number of ESP research papers published in China reflects that ESP research has gradually become a hot topic of English teaching in China.

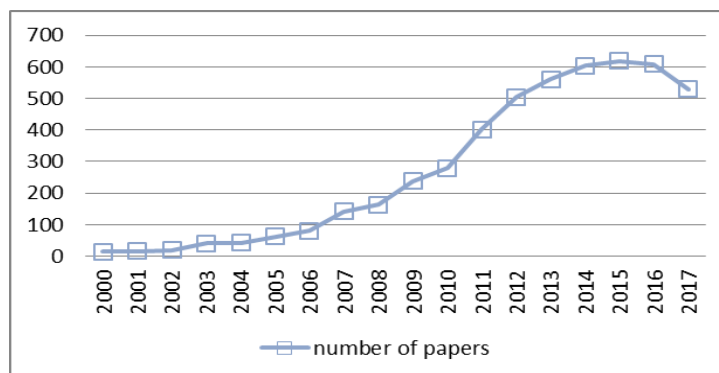


Figure 1. Map of annual publication of ESP research in China from 2000 to 2017

The timezone view can comprehensively present the historical development status or theme evolution path of relevant research topics. From 2000 to 2017, the co-current map of keywords in ESP studies was drawn by CiteSpace, as shown in Fig. 2.

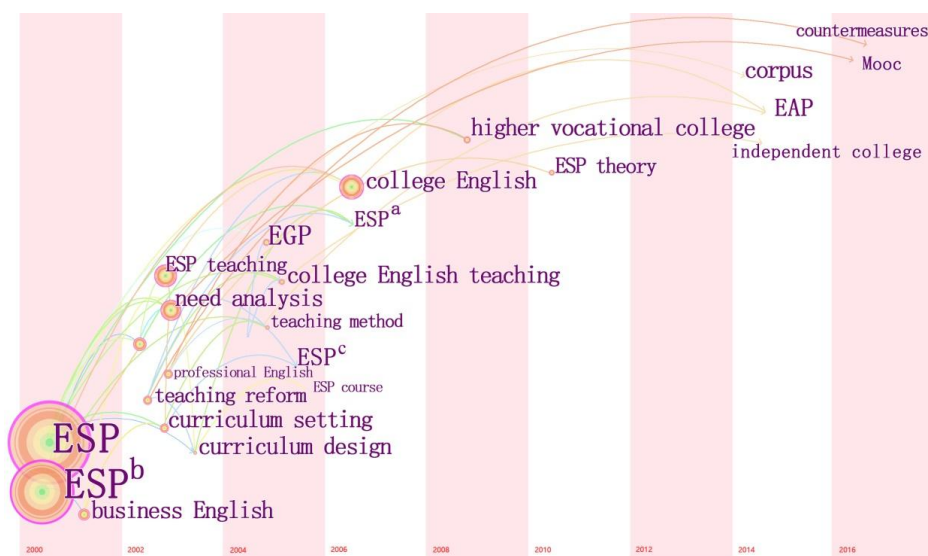


Figure 2. Timezone view of keywords co-occurrence of ESP research

After comprehensive analysis of Fig. 1 and Fig. 2, research trend of ESP in China from 2000 to 2017 shows that ESP research in China experienced three stages.



### 1. Slow development in controversy (2000-2006)

From 2000 to 2006, ESP research papers are on slow rise, but the total number of papers is 277, only accounting for 5.7% of all papers. This is due to the debate about whether there existed ESP at the end of last century, which led to the lack of unified and clear understanding of the characteristics and position of ESP at the beginning of the new century, to a great extent, hindering the development of ESP study. However, as is seen in Fig. 2, business English, as an active branch of ESP, had attracted more and more attention during this period with the increasing business activities in the economic globalization. Especially after China's accession to the WTO in 2001, business English, as a tool of international business communication, had been endowed with more functions. Business English had gradually started to develop in various colleges and universities.

In a word, ESP research in China was still in its infant stage and mainly about the introduction of foreign research results (Han, 2003). Compared with the ESP systematic research abroad, domestic research was quite limited. Moreover, most of them were speculative research while practical research was less (Wang, 2004). On the other hand, the development of ESP teaching research represented by business English had played a certain role in promoting the further development of this field.

### 2. Rapid development with teaching practice (2007-2012)

Fig. 1 shows that between 2007 and 2012, the number of ESP research papers surged year by year, with the total number of papers reaching 1,726, accounting for 35% of the total. This indicated that ESP research had gradually become a hot topic in this field. As can be seen from Fig. 2, the key words in this stage were mainly ESP theory, higher vocational colleges, and college English, etc. Through a careful study of relevant literature, it is found that a large deal of teaching practice was carried out in this stage based on ESP theory and ESP teaching model (Huang, 2011; Zhang, 2011). In particular, the research and teaching practices of English for Occupational English (EOP) in higher vocational colleges and universities, which were aimed at cultivating skilled and applied talents, came to a climax (Zhang, 2008).

The main reasons for the rapid development of ESP in China at this stage were as follows. First, ESP was basically recognized as the direction of college English teaching reform due to the theoretical contention in the previous phase, which provided a clear rationale for ESP teaching. Second, it benefited from the promulgation of relevant policies of the ministry of education. For example, in 2005, the ministry of education issued the "decision of the state council on vigorous developing vocational education", which required employment-orientation of education reform. This would certainly promote the development of EOP teaching in higher vocational colleges. In 2007, "college English teaching requirements" was issued, which indicated the requirements for students' professional reading ability. Third, it benefited from the holding of ESP research seminars, and establishment of specialized journals and institutions. Since 2009, the international academic conferences "ESP in Asia" and annual meetings have been held in Chinese universities continuously, igniting domestic enthusiasm for ESP research. In 2010, "China ESP research" was officially established. In 2011, the ESP committee of the China foreign language teaching was formally established. All these contributed to the rapid development of ESP in China.

Although at this stage, ESP research in China experienced rapid development, many studies were still not deep enough. ESP teaching effect was not good due to many reasons, such as students' poor English level and the lack of ESP teachers.

### 3. Deep development with modern educational technology (2013-2017)

Fig. 1 shows that from 2013 to 2017, the number of papers on ESP research maintained at least 500 annually, with a total of 2,921 papers, accounting for 59.3% of the total. Fig. 2 shows that the major research topics in this stage include English for Academic Purposes (EAP), corpus, Moocs, and countermeasures, etc.

To begin with, EAP is a branch of ESP. With the deep development of ESP research, academic English teaching has become a hot topic in college English teaching reform in China. For example, Cai (2014) argued that English for Academic Purposes is the direction of the reform and development of college English teaching in China. On the other hand, Wang and Yao (2013) pointed out that EAP was worthy of attention, but it should not become the whole content of college English teaching. Then, with the development of modern network information technology in recent years, deep development and reasonable utilization of the foreign language information resources have become the key factors to reform college English teaching mode and teaching content and realize informatization of the foreign language education. Based on modern network and technology, Massive Open Online Courses (Moocs) has sprung up and become a new ESP teaching mode (Wang, Liu & Fu, 2015). ESP corpus development and research have been increasingly abundant (Li, et. al, 2015). Finally, in this stage, deep analysis of the current research on ESP teaching was carried out to actively reflect on the current problems in ESP teaching in China and seek for relevant countermeasures (Wang, 2016).

In a word, the research achievements in this stage not only advanced by leaps and bounds in quantity, but also improved in quality with development of modern educational technology.

## B. Hotspots in ESP Research

Keywords can generally summarize the core content of the paper. Therefore, by analyzing the frequency of keywords, we can study the research hotspots in a certain research field. The keyword co-occurrence network graph is obtained after CiteSpace operation (as shown in Fig. 3). In the keyword network graph, the size of nodes represents the frequency of their occurrence. The thickness of the lines between nodes indicates the strength of their co-occurrence.

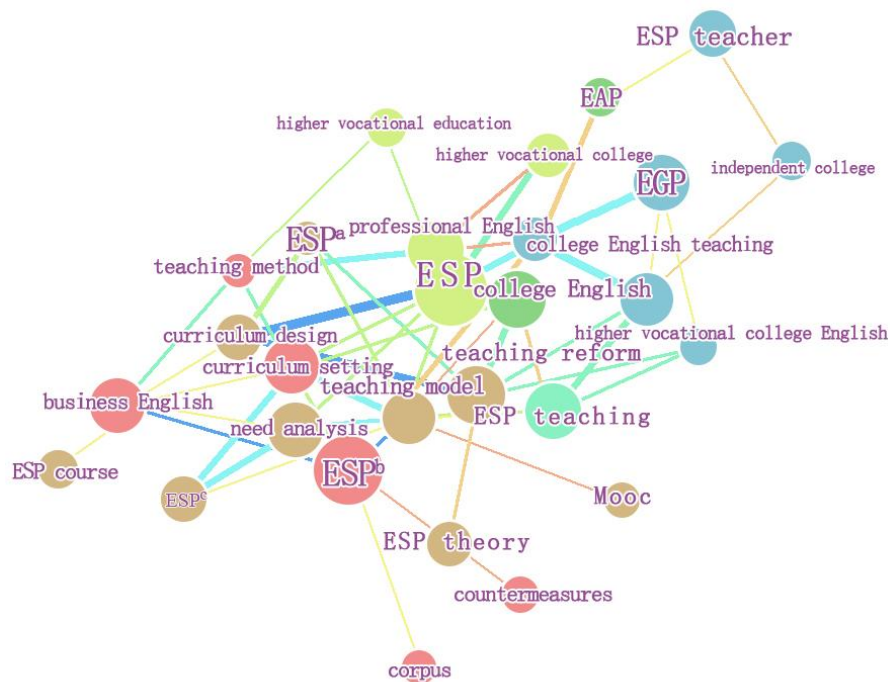


Figure 3. ESP keywords co-occurrence network graph

According to the relevant data generated by CiteSpace after co-word analysis, some keywords with high-frequency and high-centrality are shown in Table I. As can be seen from Table I, some keywords, such as “needs analysis”, “teaching model”, etc., appear more frequently, and their centrality value is also high. This shows that they are the focus of ESP research in China. Some keywords, such as “teaching reform”, “curriculum design” and “teaching method”, are relatively infrequent, but their centrality value is relatively high. Since centrality is an index to measure the importance of nodes in a network, these keywords with low frequency but high value of centrality indicate to some extent that they are emerging hotspots in ESP research in recent years.

TABLE I.  
KEYWORDS LIST WITH HIGH FREQUENCY AND HIGH CENTRALITY

Keywords	Frequency	Centrality
ESP	1182	0.50
ESP <sup>b</sup>	875	0.35
College English	391	0.14
ESP teaching	373	0.15
need analysis	312	0.37
teaching model	240	0.46
professional English	214	0.37
business English	204	0.18
English teaching	202	0.22
teaching reform	198	0.73
EGP	161	0.14
curriculum provision	160	0.14
higher vocational college	129	0.18
curriculum design	80	0.70
teaching method	63	0.31

By making a comprehensive analysis of the larger nodes in Fig. 1 and the keyword frequency and centrality in Table I, the research hotspots of ESP in China since the 21st century mainly include the following ones.

#### 1. Reform of ESP in college English teaching

With the rapid development of economic globalization, there is a growing gap between traditional English teaching and social needs, which inevitably leads to reform of college English teaching. Scholars in China have also conducted heated theoretical discussions and practical studies on the reform of college English teaching. Yu & Han (2012) reviewed the reform process of college English teaching in the 21st century and then pointed out that content-driven is the core of ESP teaching reform. Fu (2012) discussed the development trend of college English to ESP from the perspectives of social needs, ESP theory, and practical teaching, proposing that college English teaching courses in local colleges and universities should be composed of three modules: basic English, academic English and professional English. In addition, it discussed the transformation of EGP teachers to ESP teachers in local universities under the

background of the transfer of the focus of college English teaching from EGP to ESP. Li & Cai (2013) discussed the teaching contents, teaching methods, CET-4 and CET-6 exams and the characteristics of ESP textbooks during the transition from college English to ESP. Li (2017) believes that English teaching should not only reform the EGP and ESP teaching modes, but also reform the management evaluation system.

In a word, after theoretical discussion and practical research on college English teaching reform in China, a general consensus has been reached on the reform and development orientation from college general English teaching to ESP teaching.

## 2. ESP teaching methods and models

In the process of college English transforming from EGP to ESP, the teaching models and methods related to ESP teaching had inevitably become research hotspots. As the teaching purpose and content of ESP are specialized, it is necessary to adopt specific ESP teaching methods to complete the teaching task. Gu (2006) and Wang (2014) discussed the application of task-based teaching method and project-based teaching method in ESP courses. Luo & Tong (2009) summarized three teaching methods of ESP (sentence practice method, communicative method and “learner-centered” method). Zhang (2015) elaborated three main implementation steps of cognitive teaching method in ESP teaching. Guo (2014, 2016) summarized ESP teaching methods and analyzed the teaching characteristics of ESP in “post-method era”, pointing out that “learning-centered method” is the “post-method” of ESP.

Teaching mode refers to a relatively stable teaching structure and procedure established on a certain theoretical basis to achieve corresponding teaching objectives (Han, Tian & Yuan, 2012). The development of teaching mode innovation, to a certain extent, determines the success or failure of teaching reform and innovation. Gu (2010) analyzed the existing problems of ESP teaching models in colleges and universities, and came to the conclusion that the traditional teaching model of “translation + reading” was not conducive to cultivating students’ practical English ability. With the development of modern information technology, ESP blended teaching model based on network exploration was developed (Zhang, 2013; Chen, 2016). At the same time, ESP teaching model research also focused on business English, medical English, etc. (Zhu, 2010; Liu, 2016).

## 3. Needs analysis and ESP

Needs analysis is an important part of ESP theory. Hutchinson & Waters (1987) pointed out that ESP was established on the basis of some needs analysis of students, including target need analysis and learning need analysis. Cai & Chen (2013) investigated the needs for ESP in the context of internationalization of higher education from three dimensions of students, English teachers and professional teachers with a large sample, so as to discuss the necessity of college English teaching reform. In addition, needs analysis is also a prerequisite to ensure the effectiveness of ESP teaching. Therefore, needs analysis has attracted more and more attention from ESP teaching researchers. Based on needs analysis, research achievements in ESP curriculum setting, teaching model, teaching design, curriculum construction, teacher professional quality and teacher development also began to emerge (Wang, 2012; Li & Hu, 2014; Guo & Li, 2015).

## 4. ESP curriculum setting and curriculum design

Curriculum setting is an important measure to realize the national will and implement educational policies (Yang & Jin, 2015). As two active branches of ESP, business English curriculum setting and medical English curriculum setting have received special attention (Ma, 2009; Yu & Liu, 2013). It is also pointed out that the existing ESP curriculum in China was unreasonable or insignificant, which did not achieve the expected effect (Han & Dong, 2011). Zou (2013) introduced the ESP curriculum and its operation in Taiwan, which provided some inspiration for the ESP curriculum in Chinese universities. Ji (2017) elaborated ESP curriculum setting under the framework of the latest edition of the guide to college English teaching and pointed out that ESP courses, including general academic English, academic English and professional English, could be divided into three levels of foundation, improvement and development. Different types of colleges and universities can offer ESP curriculum according to the requirements of school characteristics and students’ needs.

In order to achieve better teaching effect and teaching purpose, good curriculum design is particularly important. Lu (2009) pointed out that the formulation of ESP curriculum design principles and the arrangement of language tasks should focus on the subject knowledge rather than the language knowledge itself. Zhao & Wang (2015) designed and practiced business English courses based on ESP theory and social constructivism, enriching and developing the existing ESP course design.

# IV. DISCUSSION AND IMPLICATION

## A. Summary of Research Results

Through literature review and knowledge mapping analysis, it is found that ESP research in China, especially the ESP teaching research, has undergone a tortuous development process and meanwhile achieved abundant research results since 2000. It is mainly reflected in the following two aspects:

### 1. Establishment of ESP

ESP has gone through a process from controversy to consensus in China. Specifically speaking, it developed from the discussion on the positioning and existence basis of ESP in the early 2000s (Chen, 2001) to the debate on the development direction of college English teaching reform (Cai & Liao, 2010; Wang & Wang, 2011; Sun & Li, 2011) to

the latest guide to the college English teaching issued by the ministry of education in 2017, which clearly put forward ESP is one of the three part of the teaching content in college English, marking ESP teaching being officially recognized in China.

## 2. Preliminary practice of ESP teaching

In the first decade of this century, ESP has been put into practice after the argument that ESP should be the development direction of college English teaching has been proved for many times (Cai, 2015). As a pioneer of ESP, business English has been continuously developed and improved in the practice (Zhao & Wang, 2015); reform of some skill classes or some ESP has been carried out (Chen, 2011; Yu, 2011). Practical research on ESP teaching expanded from undergraduate education to higher vocational education (Zhuang, 2009) and postgraduate education (Li, 2016).

## 3. Establishment of ESP research system

The research achievements of ESP have been fruitful, with the annual output increasing year by year. The research involves needs investigation and analysis of ESP teaching, ESP curriculum setting and teaching model based on the needs analysis (Yu, 2012; Cai & Ning, 2013), ESP teaching practice based on ESP curriculum setting (Ji, 2017), and ESP teaching material construction related with ESP teaching (Li, 2017), the corpus construction (Zhang, Wang & Gao, 2009), ESP teachers development (Zhang & Yuan, 2014; Fu, 2016) and so on. There is both theoretical exploration and teaching practice. Thus, the basic framework and system of ESP research have been preliminarily formed.

## B. Suggestions for ESP Research in China

### 1. Broadening the scope of ESP research

A review of previous studies shows that there are few high-quality studies (only 319 papers published in CSSCI journals, accounting for 6.5% of the total number of papers), and more homogenized studies. Moreover, few studies examined the actual teaching effect of ESP curriculum design. In addition, there is a lack of in-depth research on various factors influencing ESP teaching and learning in the process of transformation. There is also a lack of research focusing on ESP professional development of foreign language teachers. In the future, ESP evaluation system research closely related to ESP teaching should be expanded. The industry will be expanded to cover various aspects of international communication, including agriculture, forestry, animal husbandry, fishing and mining.

### 2. Deepening research objects

At present, most domestic ESP research focus on the exploration of teaching practice. So some research is still lack of depth. First, the ESP theory should be further studied. Using foreign ESP interdisciplinary research results for reference, a more mature and systematic ESP theory system can be formed, which will be useful for guiding language teaching practice. Secondly, for ESP corpus construction, ESP dictionary construction, ESP teaching material construction, and ESP teacher training, which are just in the initial stage of research, we should continue to strive to obtain research achievements with high value.

### 3. Utilizing multiple research methods

The comprehensive application of a variety of research methods is conducive to a comprehensive and accurate understanding of the research object. The previous studies were mostly speculative ones, focusing on ESP connotation, curriculum design, or analysis of ESP teaching. Quantitative and qualitative research methods based on data collection and analysis are rare. There are many synchronic studies, mainly focusing on the problems existing in current ESP teaching or analysis of ESP needs. There are few diachronic studies, such as follow-up studies on ESP teaching effects. Therefore, in order to research ESP in a more comprehensive way, future studies need to further combine theoretical speculation with practical exploration, and synchronic research with diachronic research.

## V. CONCLUSION

In this study, the development process of ESP research in China from 2000 to 2017 was preliminarily demonstrated with the tool of scientific knowledge mapping, and the reasons for the development trend of each time zone were discussed. The research hotspots in this field were analyzed, and the main research results and characteristics were summarized. Future ESP researchers can further expand the research space, such as conducting co-citation analysis of literature, authors and research institutions, tracking the origin and future trend of research in this field and promoting the further development of this research.

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# An Ecological Discourse Analysis of the Report of the 19<sup>th</sup> National Congress of the Communist Party of China

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**Abstract**—The environmental issues are becoming more prominent nowadays, and there is a dawning realization of maintaining the harmony between men and nature. The way human think about the relationships with the nature and other organisms has shifted gradually. Meanwhile, the “ecological turn” is relatively remarkable in all aspects. As a new cross-discipline formed by the combination of ecology and linguistics, Eco-linguistics mainly studies the influence of language use on human beings, environment and other organisms. This paper chiefly uses the mode of systemic functional linguistics theory proposed by Halliday to analyze the ecological discourse of the reports of the 19<sup>th</sup> National Congress of the Communist Party of China. In order to carry out the study, the ecological philosophy (for short as ecosophy) of this paper draws from Chinese traditional philosophy and theory of sense of place. To sum up, guided by the proposed theoretical foundation, this study makes an ecological interpretation of the selected text, so that the ecological meaning expressed in discourse can be presented more intuitively by discourse researchers and reasonable evaluation of ecological value of discourse can be carried out in the further practice.

**Index Terms**—ecological discourse analysis, transitivity system theory, mood system theory, the report of the 19<sup>th</sup> National Congress of the Communist Party of China, ecological value

## I. INTRODUCTION

Eco-linguistics, a burgeoning discipline formed by the combination of ecology and linguistics, has kept an upward developing trend in recent decades. Haugen mode and Halliday mode are the two main research paradigm which are generally recognized and widely applied in this field, the former focuses on the correlation between language and the context while the latter emphasizes the influence of language use on the natural environment. (He Wei, Zhang Ruijie, 2017, p.56) According to Halliday (2007), human beings recognize the world and understand the experience through language, and at the same time use language to create meaning and construct the world. The words and deeds conducted by human are determined by human themselves and their relationship with other species in the ecosystem, and even with nature. Halliday (2001) believes that language is the means of intervening society, and linguists should take the social and ecological responsibility and contribute to use language to wake up the awareness of protecting natural environment of human beings. Therefore, this study will carry out the ecological discourse analysis by applying Halliday mode, that is, to pay attention to the impact of language on ecology, in order to reveal that how our signification affects our impact on the environment.

The selected corpus of this study is the discourse about ecology of the reports of the 19<sup>th</sup> National Congress of the Communist Party of China. (Cited from [http://www.gov.cn/zhuanti/2017-10/27/content\\_5234876.htm](http://www.gov.cn/zhuanti/2017-10/27/content_5234876.htm)) First of all, this text involves momentous measures and viewpoints to promote the construction of socialist ecological civilization in the new age and new stage of China, thereby belonging to a typical ecological discourse. Then, according to the literature data searched by *China National Knowledge Infrastructure* (<http://www.cnki.net/>), the current research on this corpus is mainly concentrating in the field of non-linguistics, such as studies on party and government (Wang Huaichao, 2018, p.5), political theory (Huang Xiaohua, 2017, p.9), economic development (Chen Yongjun, 2017, p.13; Ye Qing, 2019, p.22) and so on. In the field of language and literature, it almost focuses on translation studies (Wang Dawei, Li Peiyao, 2018, p.38; Ji Zhixuan, 2018, p.53) but few are analyzed from the linguistic point of view.

In order to carry out eco-oriented analysis of discourse, we need to recognize that different researchers have their own thought of ecological harmony and consideration of the relationships between man with other organisms and the nature which can be ended up with own set of ecosophy. In this way, guided by the combination of Chinese traditional ecological philosophies and western sense of place, this study makes an ecological interpretation of the selected text from the perspective of transitivity system and mood system theory. The purpose of the study is to explore the following issues:

Firstly, what is the ecological orientation of the selected corpus in realizing experiential and interpersonal meaning? Is it consistent with the basis of ecological philosophy established in this study?

Secondly, from the perspective of transitivity system and mood system, what are the characteristics of the language construction of this ecological discourse?



Thirdly, can the analytic framework of this study provide the feasible reference for the ecological analysis of this type of discourse?

## II. THEORETICAL BASIS

### A. *Eco-linguistics and Ecological Discourse Analysis*

Over the past half century, more and more people have paid close attention to global ecological problems, such as the phenomenon of endangered biological species, rapid population growth, environmental pollution and destruction and so on. Based on this, Eco-linguistics, which specializes in language and ecological issues, emerges as the times require. Its task is to reveal the interaction between language and environment by studying the ecological factors of language and the relationship between language and ecology. (Huang Guowen, 2016, p.1) In short, it is a subject that combines ecology with linguistics and also an interdisciplinary field of natural science and humanities (Fill, 2001, p.44).

Ecological discourse analysis belongs to the research scope of Eco-linguistics and mainly focuses on the role of language in ecosystem. Its rise and development are closely related to the rapid development of science, technology and economy and the increasing living standard of people. If ecology is regarded as the relationship between man and other human beings, organisms and the physical environment, the role of language definitely lies in how people establish the relationship with those elements in ecosystem. (Miao Xingwei, Zhao Yun, 2018, p.42) Generally speaking, ecological discourse analysis includes the analysis of ecological discourse and the eco-oriented analysis of discourse. The former mainly focuses on ecological discourse, while the latter is the study of ecological factors in all kinds of discourse, which can be extended to the study of ecological and non-ecological factors in the language system. (Zhao Ruihua, Huang Guowen, 2017, p.585) From this point of view, the two aspects of ecological discourse analysis complement each other and should not be discussed separately.

### B. *Ecosophy*

Naess (1995, p.8) put forward the term “ecological philosophy (ecosophy)”, which is used to refer to the philosophical ideas of ecological harmony, covering “a series of rules, presupposition, value respect and so on”. Accordingly, in the study of Eco-linguistics, researchers should regard ecosophy as the criterion to judge the type of discourse and guide the whole analysis process which is bound to involve the ideology and potential meaning behind it. Everyone has his own philosophical thinking and judgment criteria on everything, every event, every term in the world. In the process of ecological discourse analysis, our ecological ethics and cognition of things and events guide or affect our evaluation and identification of the objective world. At the same time, our judgments also reflect the values we hold. Therefore, in the field of Eco-linguistics, there is no universal ecological philosophy, value orientation and criteria. (Huang Guowen, Chen Yang, 2016, p.56)

Ecosophy concerns about a set of personalized philosophical system, which needs us to extract classical ideas from traditional culture and reconstruct it. (Naess, 1989, p.5-33) Chinese traditional ecological philosophy advocates the harmony between man and nature, respecting protecting and conforming to the nature. For instance, Confucian philosophy contains the ecological ethics thought based on the moral principle of human relations, such as “praise for the cultivation of heaven and earth” proposed by Confucius, “benevolence and love for the people” proposed by Mencius and so on, affecting us all along. The Taoists in the pre-Qin Dynasty and the Buddhists after Wei and Jin dynasties also advocated “the harmony between man and nature”. (Sun Jie, 2019, p.13-14) At the same time, “harmonious symbiosis between man and nature” is also the core of ecological philosophy of Chinese president Xi Jinping, which has profound ideological and cultural connotation.

In addition, the destruction of physical environment is related to the lack of ecological awareness of place for human, so that people lost attachment and respect of the place that sustain their lives. Therefore, human beings need to reconsider their position in the nature and attitude towards it. Scannell and Gifford (2010) put forward a brand new tripartite organizing framework (*Person - Place - Process*), define the ecological place view as “the emotional connection, cognitive experience and intentional behavior produced by individual or group towards the physical and the social place where they survive”.

He Wei and Zhang Ruijie (2017, p.57) expanded this theory from an ecological perspective (ESOP, hereafter) and hold that Scannell’s sense of place system ignores the existence of the non-human living body which is obviously an important part of the ecosystem. They put forward a relatively specific evaluation criterion: when people hold affection, similarity and proximity towards place, the three coexist to form beneficial ESOP; indifference, zero cognition and non-action attitude coexist to form an ambivalent ESOP; while dislike, differentiation and alienation coexist to form a destructive ESOP. Different ways of ecological behavior are caused by different types of ESOP. Positive ideology usually stimulates positive behavior, negative ideology usually leads to negative behavior, while the behavior caused by fuzzy consciousness is uncertain. (He Wei and Zhang Ruijie, 2017, p.58) In a word, this paper takes the thought of “harmony between man and nature” as the core idea and ESOP as the concrete criterion.

### C. *Systemic Functional Linguistics*

As mentioned above, nowadays, the study of Eco-linguistics is divided into two models, one is the Haugen mode which pays attention to the relationship between language and the context, and the other is the Halliday mode which

emphasizes the influence of language on the living environment. Halliday (2009, p.61) has repeated that systemic functional linguistics is a problem-oriented theory designed to solve language-related problems. As Halliday (2007, p.273) emphasizes that language is the way of interfering in society and politics, which has always been an important intention of systemic functional linguistics study. Both the language problems in ecology and the ecological problems in language can be solved by this theory. Therefore, systemic functional linguistics will provide a powerful analytical tool for ecological discourse analysis. (Xin Zhiying, Huang Guowen, 2013, p.10)

Halliday points out that the process of reflecting and constructing the objective world with linguistic symbols is also the process of understanding it. As a general linguistics, the ultimate goal of systemic functional linguistics is to achieve universal description of meaning. Indeed, the meaning of systemic functional linguistics consists of four dimensions: experiential meaning, logical meaning, interpersonal meaning and textual meaning. (He Wei, Wei Rong, 2017, p.599-600)

Specifically, the theory of systemic functional linguistics and related subsystem (such as transitivity theory, modality theory, evaluation theory, etc.) have been integrated into EDA practice: based on the theory of systemic functional linguistics, a transitivity analysis model reflecting the characteristics of international ecological discourse is constructed by He Wei and Wei Rong (2017); Zhao Ruihua(2016) investigates the construction of the identification of nonhuman animals from three dimensions (register, semantics and lexicon- grammatics) from a systemic functional perspective by establishing a case study on the ecological assessment reports of silver hake; Huang Guowen (2018) makes an ecological analysis of Emily Dickinson's poetry within the framework of systemic functional linguistics, mainly from the angle of meta-function and grammatical metaphor. Therefore, choosing transitivity system and mood system, this study aims to reveal the ecological consciousness of discourse transmission more scientifically from the perspective of systematic functional linguistics, in order to improve people's awareness of ecological protection and optimize their ecological protection behavior.

### III. ECOLOGICAL DISCOURSE ANALYSIS OF SELECTED CORPUS

In the report of the 19<sup>th</sup> National Congress of the Communist Party of China, Chinese president Xi Jinping put forward that the thought of "harmonious symbiosis between man and nature" is not only rooted in Chinese traditional ecological philosophy, absorbs its essence, but also endows the cultural connotation of the new era. Hence, based on the theory of systemic functional linguistics and ESOP, this study makes a discourse analysis of the ecological text in the report. The selected text can be divided into two parts: the first part mainly includes the review and summary of Chinese ecological civilization construction in the past five years; the second part deals with the basic thought and plan of the construction of the socialism ecological civilization with Chinese Characteristics in the New Era.

In this paper, the transitivity and mood system of these two parts are analyzed from the ecological point of view: in the first step, the process types and participant roles are marked and counted in the process of transitivity analysis; then, in the process of mood analysis, mood and sentence types are handled in the same way; finally, the ecological interpretation of the example sentence is carried out to judge the ecological orientation of the discourse.

#### A. *Transitivity System*

According to Halliday (1994), each clause grammatically has three meta- functions at the same time: we use language to describe our experience of the world, to establish and maintain interpersonal relationships and organizational discourse. These three functions can express different meanings, namely conceptual meaning (can be further divided into logical meaning and experiential meaning), interpersonal meaning and textual meaning. Then, Halliday set up a process-centered framework for understanding transitivity system which serves for the experiential meaning: it consists of three parts-the process itself, the participants in the process and the environmental role related to the process. (He Wei, Wei Rong, 2016, p.4) Drawn lessons from the theory of Halliday, He Wei et al.(2016) interpret the experiential meaning of human beings as seven processes: action process, mental process, relational process, behavioral process, communicative process, existential process and meteorological process.

##### 1. **The Ecological Analysis of the First Part of the Discourse**

The first part of the report summarizes the remarkable achievements made in the construction of ecological civilization of China in the past five years. There are totally fifteen clauses which only involves two types of process - ten action processes and five relational processes. First of all, action process is one of the most important types in transitivity system, because the physical nature is the most essential characteristic of the real world, and human activities are the fundamental guarantee of their existence. (Hu Zhuanglin, 1994, p.30) Halliday (1994) defines such process as material process. This process is used to describe the process of doing something or the process of something happening and can describe physical realm of experience and are mainly used to reflect substantive actions, such as *jump, drink, lift*, etc. Otherwise, the process which reflecting the field of social communication and being used to embody the process of abstract action also belongs to this category, such as *employ, increase, abuse*, etc. The action process involves many kinds of participant roles, including *Agent, Affected, Created, Range, Manner, Degree, Direction* and other compound participant roles. (He Wei. et.al., 2017, p.36) We can deepen our understanding of the linguistic embodiment of ecological philosophy in the clauses describing the process of action through the following examples:

A. 能源资源消耗强度 [Af] 大幅下降 [Pro]。

*Nengyuan Ziyuan Xiaohao Qiangdu Dafu Xiajiang.*

*The intensity of energy consumption has dropped sharply.*

- B. 重大生态保护和修复工程 [Af] 进展 [Pro] 顺利 [PrEx]。

*Zhongda Shengtai Baohu He Xiufu Gongcheng Jinzhan Shunli.*

*Major ecological protection and restoration projects are progressing smoothly.*

- C. [Ag] 大力度推进 [Pro] 生态文明建设 [Af]。

*Da Lidu Tuijin Shengtai Wenming Jianshe.*

*Make great efforts to promote the construction of ecological civilization.*

The above examples describe the concrete actions and remarkable results taken in China in the past five years to protect the environment. The subjects are nouns related to environmental protection, indicating that Chinese people make intentional behavior in protection of the environment we live by and actively take measures to promote the construction of ecological civilization and ecological protection, all of which belong to the beneficial ecological discourse. It is worth noting here that the tag of *PrEx* appears in example B, which is often referred as the process extension component that appears when the individual clause process is not enough to express the complete action semantics. As the term suggests, it is the extension and supplement of clause process, which is used to assist the process component to complete the expression of meaning and undertake the semantic function in transitivity analysis. Definitely, the lack of this component may lead to misunderstanding of the meaning of clause. (He Wei. et.al., 2017, p.39) Just like “重大生态保护和修复工作进展” is meaningless, only by adding process extension “顺利” can express accurate and complete meaning.

Then, according to Halliday (1994, p.119), relational process mainly refers to a relationship established between two independent entities. As for Chinese transitivity system, He Wei. et.al. (2017, p.97) deem that this kind of process type is composed of attributive process, identifying process, locational process, directional process, possessive process and cor-relational process. The relational process clauses that appear in this section all concern about and describe attributive process, so we'll cover this type in detail. This process describes an entity as a member of a group or loaded with a characteristic. Therefore, in this kind of process, the *Attribute* is also regarded as the participant role with certain characteristics. In most cases especially in this discourse, the semantic configuration of this process type mainly appears in the form of Ca+Pro+At and Af-Ca+Pro+At. Take some examples:

- D. 环境状况 [Af-Ca] 得 [Pro] 到 [PrEx] 改善 [At]。

*Huanjing Qingkuang Dedao Gaishan.*

*The environmental situation has improved.*

- E. ([Ag-Ca]) 成 [Pro] 为 [PrEx] 全球生态文明建设的重要参与者、贡献者、引领者 [At]。

*Chengwei Shengtai Wenming Jianshe De Zhongyao Canyu Zhe, Gongxian Zhe,*

*Yinling Zhe.*

*Become an important participant, contributor and leader in the construction of the global ecological civilization.*

These two examples show the positive changes that have taken place in the ecological environment of China. Therefore, China has not only made intentional behavior in the protection of the nature, but also achieved considerable environmental results. Furthermore, the clause E deals with *covert participants* which is proposed by Fawcett at first. He has set 17 simple and 12 compound participant roles in transitivity system, which solves the problem that the participant role cannot be determined due to ambiguity semantic meaning. (He Wei. et.al., 2017, p.21) For instance, the *Agent* of clause E must be China, at the same time, China is also the *Carrier* which may possess a new identity of being “an important participant, contributor and leader in the construction of the global ecological civilization”.

## 2. The Ecological Analysis of the Second Part of the Discourse

This part introduces the basic strategy of socialist ecological civilization construction with Chinese characteristics, puts forward the idea of harmonious symbiosis between man and nature and the basic strategy of ecological civilization construction, and calls on people to contribute to the protection of the environment. There are totally ninety clauses including eighty action processes, six mental processes and four relational processes in this part. We will analyze the structural characteristics and ecological meaning of the three process types of clauses by example sentences successively:

- F. ([Ag]) 推进 [Pro] 绿色发展 [Af]。

*Tuijin Luse Fazhan.*

*Promote green development.*

- G. ([Ag]) 构建 [Pro] 市场导向的绿色技术创新体系 [Cre]。

*Goujian Shichang Daoxiang De Luse Jishu Chuangxin Tixi.*

*Construct market-oriented green technological innovation system.*

- H. ([Ag]) 建立 [Pro] 以国家公园为主体的自然保护地体系 [Cre]。

*Jianli Yi Guojia Gongyuan Wei Zhuti De Ziran Baohu Di Tixi.*

*Establish natural conservation land system with national park as the main body.*

The above examples are all action process clauses. Nevertheless, clause G and H differentiate from clause F in their

semantic configuration (Ag+Pro+Cre) and participant roles. Such clauses reflect creative processes in which the *Affected* is usually the *Created* and the initiator of the process is the *Agent*, and sometimes *Agent* may be a covert participant. All in all, these action processes put forward specific measures to protect the environment, in order to call on people to take intentional behavior, jointly protect the environment, and achieve the ecological goal in the next five years.

I. ([Ag-Cog]) 坚持 [Pro] 人与自然和谐共生 [Ph].

*Jianchi Ren Yu Ziran Hexie Gongshen.*

*Insist on harmonious symbiosis between man and nature*

J. ([Ag-Cog]) 必须树立 [Pro] 和践行 [Pro] 绿水青山就是金山银山的理念[Ph].

*Bixu Shuli He Jianxing Lushui Qingshan Jiushi Jinshan Yinshan De Linian.*

*We must establish and practice the idea that lucid waters and lush mountains are invaluable assets.*

A new type of process has emerged in this section: the mental process describes the process of the occurrence and development of psychological activities of people, and it is the reaction of the human brain to reality. Four kinds of mental processes are embodied in this category, namely emotive process, desiderative process, perceptive process and cognitive process. (He Wei. et.al., 2017, p.67) All the mental processes appeared in this paper are cognitive processes, and their semantic configuration structures are as follows: (Ag-Cog) + Pro+Ph. This kind of process describes the human understanding of the world through the formation of concepts, perception, judgment or imagination and other psychological activities. ( He Wei. et.al., 2017, p.87 ) The application of this process may highlight the subjective initiative of the cognitive subject and indicates the tendency of the subject to move. At the same time, it is a changing process of the subject's cognition of ecological environmental protection, which indicates that the subject is gradually aware of the importance of the construction of ecological civilization, which emphasize the determination of the state to protect the nature.

K. 我们要建设的现代化 [Tk] 是 [Pro] 人与自然和谐共生的现代化 [VI].

*Women Yao Jianshe De Xiandai Hua Shi Ren Yu Ziran Hexie Gongsheng De*

*Xiandai Hua.*

*The modernization we want to build is the modernization of harmonious symbiosis between man and nature.*

The relational process clauses in this section belong to the identifying category. This process type reflects the relationship between two participants to identify one participant through the identity of another participant. ( He Wei. et.al., 2017, p.104 ) Before the process component “是(is)”, *Token*, the external form of things, which is concrete and specific. The *Value* which appears after the process component is the nature and function of things, which is macro and abstract. By constructing the identification relationship between “the modernization we want to build” and “the modernization of harmonious symbiosis between man and nature”, this clause reveals the significance of harmonious ecosophy for modernization construction, and embodies the pro-ecological thought of the author.

## B. Mood System

Halliday (1994) holds that interpersonal function which embodies all uses of language to express social and personal relations is mainly reflected by mood and modality subsystems. He points out that there are four primary functions in verbal communication: offer, command, statement and question. In general, the statement is embodied by the declarative mood, the question by the interrogative mood, the order by the imperative mood, and the offer by a variety of mood. (Zhang Ruijie, He Wei, 2018, p.102)

The selected report only involves imperative mood and declarative mood, whose proportion is 20% and 80% respectively. The declarative mood realizes the declarative speech function, and the imperative mood mainly realizes the verbal function of command. In addition to the objective situation, the full text is inclined to pass on a order to the reader. However, in most cases, the speech function at the semantic level and the mood category at the lexical and grammatical level are not one-to-one correspondence. (Zhang Ruijie, He Wei, 2018, p.103) For example, declarative mood can appear in the form of interrogative sentence, declarative sentence and imperative sentence at the grammatical level, but the degree of mood is different, that is, ecological mood intensity are enhanced in the order of interrogative sentences, declarative sentences and imperative sentences. Consequently, it is necessary for us to further classify and count the syntactic forms of the discourse. According to the data, among the overall forty sentences, ten imperative sentences, two exclamatory sentences and twenty-eight declarative sentences is shown. To sum up, declarative sentence which is used to express commands, requirements, and prohibitions takes the highest proportion of all and is the main syntactic form of command mood, which produces the strongest mood in the system. For instance:

L. 改革生态环境监管体制。 (imperative mood, imperative sentence)

*Gaige Shengtai Huanjing Jianguan Tizhi.*

*Reform supervision system of environment.*

M. 坚决制止和惩处破坏生态环境行为。 (imperative mood, imperative sentence)

*Jianjue Zhizhi He Chengchu Pohuai Shengtai Huanjing Xingwei.*

*Restrain and punish acts of destroying the environment.*

Both these two clauses are typical imperative sentences and definitely generate imperative mood. Due to express the relevant specific measures and policies for the protection of the environment, it conveys the obligation for Chinese

people to pay attention to the ecology and the construction of ecological civilization. In addition, He Wei (2018, p.103) believes that the study of mood system of discourse from the perspective of Eco-linguistics should not be limited to the types of mood, but also focus on the social status and social responsibility of speaker. This report is proposed by the supreme leader of China on behalf of the Chinese government. Undoubtedly, national authority has the strongest command and the greatest executive force in substance, and the declarative mood has the same effect. When the two are combined, the strongest tone is generated. Hence, the state authority formulates the environmental protection policy through laws and regulations, which can no doubt maximize the production of ecological protection behavior

#### IV. CONCLUSION

It is found that the selected ecological discourse highlights the importance of the construction of ecological civilization through the application of transitivity system. Broadly speaking, it confirms the measures and behaviors of environmental protection, which is helpful to establish a positive emotional connection between man and nature, assimilation of cognition and tendency of intentional behavior. Therefore, the experiential meaning expressed in this text is consistent with the harmonious ecological sense of place, and conveys the positive ecological significance so that belongs to beneficial ecological discourse. From another angle, this text consists of a large number of imperative sentences to express imperative mood, realize the verbal function of command, convey orders, demand and call on people to take action to jointly protect the environment. Moreover, the speaker of the text is on the behalf of government agency, which has absolute authority in execution, and the combination of the two produces the strongest mood. The combination of positive ecological meaning and strong mood in this text maximizes the occurrence of ecological protection behavior and conveys more positive ecological protection meaning. In a word, transitivity system and ecological mood system are practical and operable in ecological discourse analysis, and have a wide range of application value, which can provide guidance for ecological discourse analysis of different types of discourse.

#### APPENDIX

##### Citations:

Af: Affected,  
 Af-Ca: Affected-Carrier,  
 Ag: Agent,  
 Ag-Cog: Agent-Cognizant,  
 At: Attribute,  
 Cre: Created,  
 Tk: Token,  
 Pro: Process,  
 PrEX: Process Extension,  
 Ph: Phenomenon,  
 VI: Value.

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# Content Equivalence Analysis of Health News Translation: A Bakerian Approach

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**Abstract**—The primary purpose of the present paper is to investigate *content equivalence* in the English to Persian translation of General Health News based on Baker's model. A descriptive qualitative study was designed and 10 texts from English and Farsi versions of *Iran Newspaper* were randomly selected. To assess the translation quality of the selected texts, the researcher compared the original and translated texts at word, phrase and sentence level and tabulated the obtained data and estimated the frequency and percentage of *translation inadequacies*. The results revealed that most errors in the English translations were rooted in the *textual domain* where the translators have misunderstood the general concept of the source context. This was followed by *semantic errors*. The third place was given to the errors in the *pragmatic domain* which mainly addressed the purpose and meaning of the concepts presented in the source language. The least frequently occurred errors were related to grammatical errors which mainly covered prepositions and tenses. Research on *content equivalence*, in general, can help experts assess the quality of the translated text. Research on content equivalence of particular texts can lead to detecting translation problems, translation errors and translation inadequacies in that particular field.

**Index Terms**—semantic equivalence, grammatical equivalence, pragmatic equivalence, textual equivalence, content equivalence, health news, Mona Baker

## I. INTRODUCTION

Finding the proper *equivalence* is a concern of every translation process as “the discipline of translation studies suggests that full equivalence in translation between languages is rare” (Forutanian & Chalak, 2013, p.2). However, finding the proper *equivalence* in the process of translation of General Health News seems to be much more demanding, as accuracy of language is crucial in health language (Taylor 2005). Inappropriate translation of such texts can endanger many lives henceforth it is of utmost importance that translators of health texts “avoid jargon, be accurate in what they say, and be careful with abbreviations and acronyms” (Taylor, 2005, p.105).

The main concern is how to translate *non-equivalence* health technical terms when such terms do not have *equivalence* in the target language due to the fact that mistranslation may lead to misunderstanding of the whole content. The unlucky point is that, many pieces of Health News are translated by non-professional translators working part-time in the newspapers and as they would like to translate as many pages as possible in a relatively short period of time, they employ *deletions* and *additions* (Taylor 2005). Such translation strategies for rendering scientific and technical health terminology decreases the quality of the translated text and above all may lead to the lack of transference of the main content encoded in the ST.

The present study aims to investigate *content equivalence* in General Health News based on Bakerian (2010) model of *equivalence* which considers *content equivalence* in terms of textual, semantic, grammatical, and pragmatic equivalence. The research means to find the extent to which semantic, grammatical, textual and pragmatic equivalences are accurately rendered in English to Persian translation of General Health News? What are the most-frequently-used and the least-frequently-used equivalences in the English to Persian translation of General Health News? And which translation paradigm is followed in the English to Persian translation of general health news texts?

In this regard the study is delimited to the texts of Health News of IRNA News Agency and *Iran Newspaper* rather than including different news agencies and newspapers. Moreover, the research is delimited to *content equivalence* and four aspects of Baker's (2010) model (semantic, grammatical, textual, and pragmatics).

## II. THEORETICAL FRAMEWORK



The idea of *equivalence* structures the premises of many theories of translation and has been one of the controversial issues in recent decades as it helps both the proper translation of a text and the proper assessment of the translated text. As House (2015) asserts “a theory of translation is not possible without a reflection on the role of one of its core concepts, i.e. equivalence in translation and it is the conceptual basis of translation quality assessment” (p. 1).

Numerous linguistic scholars recognized the importance of seeking the *proper equivalence* during translation process. Halverson (1997) has defined equivalence as the relation of two existences and the relation is described by the number of potential properties of one of the similarities. House (1997) states the notion of equivalence is the conceptual basis of translation. Catford (1996) states that finding TL equations, are the main problem of translation and the main task of translation theory is to determine the nature and conditions of equivalence. Pim (2017) argues that translation equivalence is the similarity between a word (or expression) in one language and its translation in another. This similarity results from overlapping ranges of reference. Hence, it could be concluded that a translation equivalent is a corresponding word or expression in another language. Though Pym’s (2017) definition of translation equivalence is acceptable, it seems formalistic as it does not cover various syntactic, semantic, pragmatic, and textual strata of language. Baker’s definition and theories of equivalence (2010) which encompass all these areas seem to be more comprehensive than the other previously suggested models.

Baker offers a more detailed list of conditions upon which the concept of equivalence can be defined (Leung 2016). Her model of equivalence was first proposed in 1992. She explored the concept of equivalence at different levels in relation to the translation process, including various aspects of translation. She also integrated the linguistic and communication approach. Baker (1992) stipulates that detecting equivalents in translation includes decoding the source language (SL) text and trying to discover an appropriate equivalent in the Target Language (TL) text. She further explains that equivalent dominates over all linguistic units such as words, morphemes, proverbs, phrases, idioms, and clauses.

To be more precise, she distinguishes between a word-level and above-world level equivalence. Adopting a bottom-up approach, she began with simple terms and continued with a bottom-up approach with grammatical, textual, semantic and practical equations. Baker puts emphasis on the significance of individual words in the process of translation because words as single units draw the translator’s attention at the first step. Baker argues that words are of a complex nature so that sometimes a single word in different languages may have different meanings. Therefore, parameters such as number, gender, and stress must be taken into account when translating a word. In the same line of argumentation, Baker (1992) declares that translation equivalence can be explored through grammatical, textual, semantic and pragmatic equivalence. These factors come to shape *content equivalence*.

Baker defines *grammatical equivalence* as diversity of grammatical categories across languages is a significant factor and Grammar rules tend to vary across languages, and this can cause problems in communication. In fact, different SL and TL grammatical structures may lead to dramatic changes in the way information or messages are transmitted. These changes may cause the TL translator to add or delete information in the TT due to the absence of specific command-line devices in the TL itself. Among these grammatical tools that may lead to translation problems, Baker focuses on number, stress, sound, person, and gender (Baker 1992).

Pragmatic equivalence refers to consequences and strategies of avoidance during the translation process. Consequences are not about what is explicitly said rather they are about what is implied. Therefore, the translator needs to make explicit the implied meanings in translation in order to transfer the ST message. The translator must translate the author's intentions into another culture so that the TC reader can fully and clearly understand the meaning (Baker 1992).

Semantic equivalence can be created at word level or above word level. In a bottom-up approach, semantic equivalence is the first element to be considered by the translator. In fact, when interpreting ST analysis, the translator considers words as single units. Baker provides the definition of a word because a single word in different languages may have different meanings. She considers that word is a more complex unit or a new form. This means that the translator must take into account a number of factors when analyzing a single word such as number, gender, and stress (Baker 1992).

Textual equivalence refers to the equivalence of a SL text with a TL text in terms of consistency and information. It provides useful guidance for understanding and analyzing ST Offers. And it can guide the translator in producing a coherent text for TC audiences in a particular context. The translator's task is to choose whether or not to maintain coherent links. His choice is based on three main factors: the target audience, the translation target, and the type of text (Baker 1992).

Baker’s analysis on word level is particularly clear and easy to comprehend. Many linguistic scholars and researchers support Baker’s theory of equivalence at the word level. Theorist Behar (2007) acknowledges the importance of level 2 quality. Leonardi (2000) introduces Baker’s theory as “an extremely interesting discussion of the notion of equivalence” (p. 7). Leonardi is on the belief that Baker’s approach puts together the linguistic and the communicative approach. Ghadi (2009), in "Translation Equivalence and Different Theories", addresses Baker's inequality at the word level and considers it as the basic theory before addressing the inequality between English and Persian. In his research, Baker's complete inequality at word level with other approaches has been thoroughly introduced and analyzed as a way of validating this theory. A host of other theorists, researchers, and linguists have emphasized the importance of Baker's

theories. In the following the applicability of her content equivalence on quality assessment of General Health News translation is studied.

### III. METHODS

#### A. Corpora

Ten Health News texts from *Iran Newspaper* which were translated from English to Farsi from January to February 2018 comprise the corpora of this study. The minimum length of texts was 10 lines (150 words). The texts mainly provided the readers with recent information concerning the newly released health issues, especially the information people are in need of. The texts covered various concepts such as diabetics, genetic data, smart Nano-medicine for curing cancer cells, crying clubs, seasonal depression, heart attack, top fashion and beauty choices that can make you look older, immune systems, old infections to keep you healthy, and ways to prevent acid reflux.. The texts were selected from *Iran Newspaper*, because this newspaper is one of oldest and most reliable newspapers in Iran. Moreover, *Iran Newspaper* releases daily and breaking news about health problems. The newspaper also triumphs on a large number of audiences among scholars and experts in Iran.

#### B. Procedure

Ten texts of Health News were randomly selected from *Iran Newspaper*. The researcher compared and contrasted the original English texts versus their Farsi translations to find translation *non-equivalences*. Next two raters who were professional translators confirmed the results. To score the translations, the raters compared and contrasted the text items based on Baker's model of translation *equivalence* (2010) which considers *equivalence* at semantic, grammatical, textual, and pragmatics levels. The number and category of errors for each text were specified and tabulated; the less the number of errors the better the translation. Tables 3.2.1 and 3.2.2 clarify the procedure.

TABLE 3.2.1  
PROCURER IN PRACTICE

English Text	Persian Text		
<p><b>Five Things Everyone Needs To Know About Seasonal Depression</b> For me, winter is not the most wonderful time of the year. In fact, it's the worst. The biting cold, the cloudy days, being stuck inside - every winter, I suffer seasonal depression and I'm not alone. Almost 10 million Americans suffer seasonal depression, otherwise known as seasonal affective disorder, each year. This is what you need to know.</p>	<p><b>همه درباره افسردگی فصلی نیاز به دانستن آن دارند پنج چیز که</b> برای من، زمستان فوق العاده ترین زمان از سال نیست. در واقع فصل بعدی یعنی پاییز بسیار از نظر افسردگی قابل توجه است. فصل پاییز را همگان به نام فصل هزار رنگ می‌شناسند، اما همین فصل رنگارنگ به دلیل کوتاهی روز و بلندی شب فصلی افسرده قلمداد می‌شود. سرمای گزنده و روزهای ابری تقریباً 10 میلیون آمریکایی از افسردگی فصلی رنج می‌برند، در غیر این صورت از بیماری آن‌ها به عنوان اختلال خلقی فصلی نام برده می‌شود. در این خصوص شما به دانستن نکات زیر نیاز دارید.</p>		
<p><b>1. It's not funny.</b> Seasonal depression is not the reason for someone's bad mood. "It's cloudy so the boss is bitchy." This is a severely false narrative. Depression is real and manifests itself in numerous ways. It's nothing to joke about. It's a serious health problem.</p>	<p><b>1. این خنده دار نیست.</b> افسردگی فصلی دلیل خلق و خوی بد کسی نیست. "هوا ابری است به طوری که رئیس سرگردان است." این روایت به شدت نادرست است. افسردگی افراد واقعی است و خود را به روش‌های متعدد نشان می‌دهد. این امر چیزی شوخی بردار نیست. این یک مشکل بهداشتی جدی است. افسردگی فصلی نوعی افسردگی است که هر سال در یک زمان معین در فرد بروز می‌کند.</p>		
<p><b>2. It's not just about bad weather.</b> Often, SAD is just a cyclical, seasonal accent to clinical depression and bipolar disorder.</p>	<p><b>2. فقط آب و هوای بد افسردگی اسجاد نمی‌کند.</b> فقط مشکلی فصلی و کلینیکی است. در حقیقت این بیماری نوعی افسردگی SAD اغلب اوقات بالینی و اختلال دو قطبی است.</p>		
<p><b>3. You can treat SAD.</b> Light therapy is considered the gold standard for treating SAD. This method gives people artificial sunlight and can help correct circadian rhythms and create feel-good hormones. In addition to light therapy, other types of depression treatments may be needed.</p>	<p><b>3. شما می‌توانید درمان کنید SAD.</b> را درمان کنید SAD نور درمانی استاندارد طلایی برای درمان است. تحقیقات اخیر نشان می‌دهد پرتو درمانی SAD موثر واقع شود. گاهی اوقات داروهای ضد افسردگی نیز تا حد زیادی می‌توانند در درمان بیماری موثر واقع شود. گاهی اوقات داروهای ضد افسردگی نیز - هم در کنار پرتو درمانی و هم به تنهایی - مورد استفاده قرار می‌گیرد. همچنین گذراندن روز، در زیر نور خورشید نیز می‌تواند به بهبود بیمار کمک کند.</p>		
<p><b>4. SAD can be debilitating.</b> Depression isn't just about feeling sad. It can be debilitating. Even the most mundane, simple things can feel like an incredible chore.</p>	<p><b>4. می‌تواند ناتوان کننده باشد SAD.</b> نه تنها باعث ایجاد احساس غم می‌شود، بلکه می‌تواند ناتوان کننده باشد. حتی SAD افسردگی پیش پا افتاده ترین چیزهای کوچک و ساده می‌توانند بسیار سخت و طاقت فرسا بوده و به شکلی باور نکردنی فرد را ناتوان نمایند.</p>		
<p><b>5. SAD needs to be taken seriously.</b> It's important to take it as seriously as you would any other mental health condition, because it's a serious condition. It's not some trivial problem. It's part of a much larger disorder.</p>	<p><b>5. باید جدی گرفته شود SAD.</b> همچون دیگر بیماری‌های روانی باید حتماً این بیماری را جدی گرفت چرا که سلامت روان افراد را نشانه گرفته است. اگر فرد دارای برخی از علائم این بیماری باشد، بهتر است به پزشک متخصص مراجعه کرده و مورد آزمایش قرار بگیرد.</p>		
245 words	404 words		
<b>Source text</b>	<b>Target text</b>	<b>Error Status</b>	<b>Category</b>
it's the worst	----	Omission	semantic
.....being stuck inside	---	Global error	semantic
- every winter,	فصل پاییز را همگان به نام فصل هزار رنگ می‌شناسند،	addition	textual
-----	در واقع فصل بعدی یعنی پاییز بسیار از نظر افسردگی قابل توجه است. فصل پاییز را همگان به نام فصل هزار رنگ می‌شناسند، اما همین فصل رنگارنگ به دلیل کوتاهی روز و بلندی شب فصلی افسرده قلمداد می‌شود	addition	textual
...otherwise known as seasonal affective disorder, each year.	در غیر این صورت از بیماری آن‌ها به عنوان اختلال خلقی فصلی نام برده می‌شود	deletion	semantic

It's not funny.	این خنده دار نیست	Local error	grammatical
It's cloudy so the boss is bitchy	هوا ابری است به طوری که رئیس سرگردان است	Global error	grammatical
It's a serious health problem.	این یک مشکل بهداشتی جدی است	Local error	Semantic /textual
-----	افسردگی فصلی نوعی افسردگی است که هر سال در یک زمان معین در فرد بروز می کند	addition	textual
This method gives people artificial sunlight and can help correct circadian rhythms and create feel-good hormones.	تحقیقات اخیر نشان می دهد پرتو درمانی تا حد زیادی می تواند در درمان بیماری موثر واقع شود	Misinterpretation /reduction	textual
Depression isn't just about feeling sad.	نه تنها باعث ایجاد احساس غم می SAD افسردگی شود،	Global error	grammatical
Because it's a serious condition.	چرا که سلامت روان افراد را نشانه گرفته است	Local error	textual
Even the most mundane, simple things can feel like an incredible chore.	حتی بیش پا افتاده ترین چیزهای کوچک و ساده می توانند بسیار سخت و طاقت فرسا بوده و به شکلی باور نکردنی فرد را ناتوان نمایند	Addition/local error	semantic
Because it's a serious condition.	چرا که سلامت روان افراد را نشانه گرفته است	Addition/local error	textual
It's not some trivial problem. It's part of a much larger disorder.	اگر فرد دارای برخی از علائم این بیماری باشد، بهتر است به پزشک متخصص مراجعه کرده و مورد آزمایش قرار بگیرد.	Mistranslation Global error	pragmatic
-----	علائم این بیماری	addition	textual

The mistranslated phrases or words are specified in the table. Contrastive analysis of the text based on Baker's model by the two experts is presented in Table 3.2.

TABLE 3.2.2  
CRITERIA OF BAKER'S CONTENT EQUIVALENCE ANALYSIS

Equivalence Type	Description	Rtaer1	Rater2	Mean
Semantic	Meaning deviation at word level and above word level, when translating from one language into another.	5	6	
Grammatical	Diversity of grammatical categories across languages is observed.	3	3	
Textual	The equivalence between a SL text and a TL text in terms of information and cohesion is not met.	8	8	
Pragmatic	Something implied is not translated or mistranslated.	1	0	

The two rates almost agreed on the number and types of errors. The translated text had no pragmatic error. However, the semantic problems could not be ignored as both experts marked 5 to 6 semantic errors. The raters marked 3 grammatical errors and 8 textual errors. It can be concluded that the translator could not present a grammatically well-formed, fluent, and organizationally acceptable translation of the text from English to Farsi. Semantically speaking the text requires editing. It is worth mentioning that the English text has 245 words in 27 sentences, while the Farsi translation includes 404 words and 31 sentences. It seems that the translator preferred a target oriented translation with high degree of naturalness, but has mistranslated, deleted or added 17 items.

#### IV. RESULTS

Translation assessment based on the above-mentioned procedure was carried out on ten texts to reach the answers of the previously formulated research questions.

##### A. Research Question One

To what extent are semantic, grammatical, textual and pragmatic equivalences accurately rendered in English to Persian translation of General Health News?

Table 4.11 indicates the number of all errors in the selected texts. According to the table, it can be indicated that *equivalence* is a concept that needs further attention in English to Persian translation of Health News.

TABLE 4.11  
EQUIVALENCE ANALYSIS IN TEN TEXTS

Type of Equivalence	No. of passages										Total Mean
	1	2	3	4	5	6	7	8	9	10	
Semantic	9	14	10.5	4	7	5.5	9	11	8.5	8	8.65
Grammatical	3.5	4	5	2.5	6.5	2.5	6.5	9.5	7	7	5.4
Textual	9.5	18.5	11.5	4.5	10.5	3	7.5	5.5	10.5	10	9.1
Pragmatic	6	4.5	7	1	7	1.5	10	15	12.5	13	7.75

As it is evident, the number of *textual errors* outweighs the number of other types of errors. This is followed by semantic, pragmatic, and grammatical errors, respectively. Accordingly it can be concluded that Health News have been translated moderately weak as the total number of all types of errors is somehow high. Figure 4.11 represents a visual

model of the analysis conducted for the 10 selected texts.

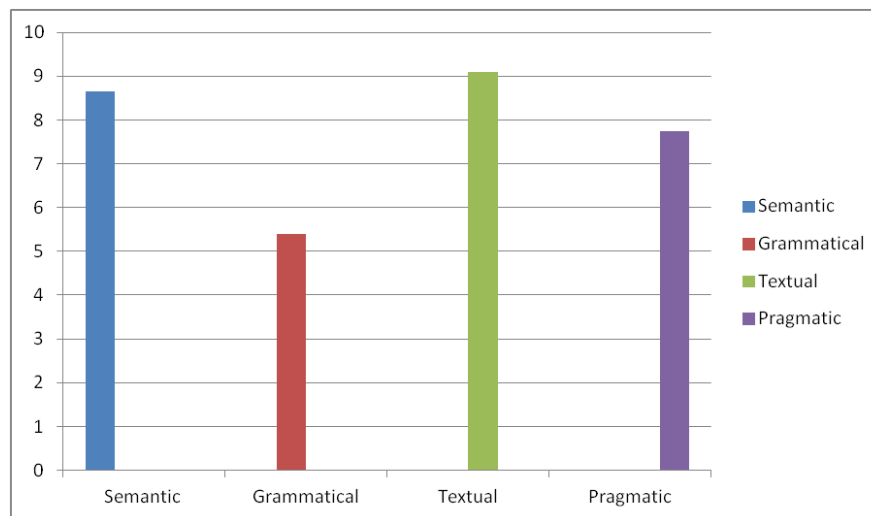


Figure 4.11, Analysis of 10 texts of the study

### B. Research Question Two

What are the most-frequently-used and the least-frequently-used equivalences in the English to Persian translation of General Health News?

As indicated in Table 4.11 and Figure 4.11, *grammatical equivalence* seems to have received more attention in comparison with other types of equivalence ( $m = 5.4$ ); however, this is only in comparison with other types of equivalence such as semantic, textual, and pragmatic. It implies that equivalence is a translation problem in Health News.

### C. Research Question Three

Which translation paradigm is followed in the English to Persian translation of General Health News?

As indicated, the number of *textual errors* was higher than the other types of errors ( $m = 9.1$ ). The next error *semantic error* with a mean of 8.65. *Pragmatic equivalence* comes next with a mean of 7.75 which is somehow high as Health News are expected to be translated with more precision. *Grammatical equivalence errors* seem to be less than other types ( $m = 5.4$ ).

## V. DISCUSSION AND FINDINGS

The Analysis of the data revealed that the most frequent type of error in the English to Farsi translation of Health News was *textual equivalence*. According to Baker (2010), this category of error includes the *situation* in which equivalence between a SL text and a TL text in terms of information and cohesion is not met. The second problematic issue for the Persian translators of English, was *semantic error* with a mean of 8.65 which was followed by the *pragmatic equivalence error* which included *omissions* or *mistranslations* in the target text. The least frequent type of error was *grammatical equivalence*. Although, the mean was not low, in comparison with other categories, *grammatical equivalence* seemed to receive the lowest equivalence error with a mean of 5.4.

The findings are in line with some of the previously reported research in the domain of Contrastive Analysis (CA) and Error Analysis (EA). Krčmová's (2004) PhD dissertation reported in his book entitled *A contrastive study of non-fiction (expository) texts* in Czech Republic focused on the junior students' translations from English to Czech and like the present study, revealed that most of the EFL learners had *semantic errors* in their translations.

The findings of the present study are also in line with Gile's (2004) study presented in his paper entitled "Translation research versus interpreting research" which concentrated on translation kinship, differences and prospects for partnership. He also found that *semantic errors* were witnessed among the translation of ESL translators in France where the participants were supposed to translate from English to French. It seems that like Iranian students of English the French ESL learners have some semantic problems. Of course, in some of the texts Iranian translators had better performance than in some other ones in terms of semantic issues. The reason might lie in the nature of those texts. The similarity between the results of this study and Gile's (2004) in terms of semantic issues of the translated texts signifies that mastery over lexicon of English, specifically Health Terminology, is not easy. The reason might also be sought in the ability and experience of translators. Novice translators mainly rely on bilingual dictionaries and in many cases they cannot decipher the meaning from the texts and contexts. Few translators use monolingual dictionaries, very few are armed with enough background knowledge to use the words, phrases, idioms, and terms appropriately.

The present study findings can also take support from Keshavarz and Alimadadi Zonoozi's (2011) study reported in

their paper entitled "Manipulation of ideology in translation of political texts". Based on the paper, the most frequently occurred error by Iranian translators of English texts are *pragmatic errors* which might lead to *contextualization errors*. The reason might lie in the lack or shortage of inter-language pragmatic knowledge of Iranian translators and EFL learners. Translators might not be well aware of the content, purpose, and agenda of issues discussed in the text. To clarify the point more, health and healthcare texts are of different genres. As these texts enjoy different difficulty level, the translators dealing with one type necessarily cannot translate the other types well. That is why some texts receive a good score and enjoy high quality while some others are weak in terms of quality.

The findings of the present study are also in line with Mateo's (2015) study which ran a contrastive multimodal analysis of two Spanish translations of a picture book. He also found that semantic errors might ruin the meaning of the source texts. Though, a lot of translation theories assert that naturalness and equivalent effect are the two significant factors representing a good translation (Munday, 2016; Nida, 2004), we cannot ignore the role of semantic equivalents, especially when technical terms are mistranslated. As technical terms carry meaning and specify an intention, their mistranslation can ruin the text. That is why translators who render from their own language to another one should be well aware of the semantic value of the terms used in the texts.

Some researchers maintain that translation quality assessment is a kind of evaluation that fills the gap between the presented theories under the title of translation studies and the bulky collection of translation produced in daily life (Bernacka, 2012; Cheng, 2014; Mateo, 2015; Munday, 2016). The present study found that translation of health texts from English to Persian does not meet the expectations of the academic people. The present study tried to take a humble step forward by focusing on the very gap mentioned above.

Equivalence assessment, is an effective tool in the hands of professional translators, their clients, translation researchers and trainee translators. Quality is a competitive weapon, i.e. good quality of translation pays off in higher profits, reduces costs and speeds up time-to-market (Pym, Malmkjær, & Plana, 2013). Nerudova (2012) asserts that "without equivalence assessment, improving quality of translation is impossible" (p. 8). Equivalence assessment can provide a way to quantify or qualify a process objectively and also is a means for increasing readers' satisfaction.

A very significant point found in the analyzed translations in error classification, a high percentage of deletions indicates that Persian vocabulary formations rules are different from English. In terms of using discourse markers, while the discourse markers such as *on the other hand*, *while*, *whereas*, *however*, *nevertheless*, *mind you*, *still*, *yet*, *in spite of this*, *irrespective of the fact that*, *moreover (very formal)*, *furthermore (formal)*, *in addition*, and the like play a significant role in the English texts. English language offers a variety of markers and connectors such as *along with*, *as well as*, *and*, *in addition*, *moreover*, *furthermore*, *accompanied by* and a host of other. The translators should decide which one suits the target text. In fact, as the analyses of the error types revealed Persian translators doing the translation of Persian texts to English have no choice but adding these discourse markers and in many cases their *additions* are not to the point. Most of the times, the translators of the texts had to omit or add some words to the Persian text to present more clarification, because of the lack of appropriate equivalence or the lack of knowledge about the discourse markers and connectors. In fact, deletion and addition are the most frequently occurred errors.

Literal translation is another common error. It again indicates the limited number of discourse markers in Persian. Although trivial, it is proven by the fact that Persian translators have imported many discourse markers from English, directly and without change in their previous experiences and now when they are to translate from Persian to English, they do vice-versa and use a lot of discourse markers which might not be necessary in today's English language. An example is the overuse and misuse of the "*with regard to*, *subject to the condition that*, *nevertheless*, *as well as that*, *on top of that (informal)*, *another thing is*, *what is more*, *and in spite of the fact that*". Munday (2016) implies that when the target text number of words is strangely more than the source text words, it is likely that the translator has not been proficient in the target language as s/he has used a lot of *expansions* and *additions* through employing irrelevant discourse markers and tautologies (p.121).

The results confirmed "translating health text as it sounds is not easy. The diverse text features make this genre a unique context. With regard to markers, technical words and terms, various sources and events that can help the audience understand the message better: "A good translation should be effective and convey the same meaning." (Király, 2014, p.31).

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# A Comparative Study of the Miserable Fate of Tess and Xianglin's Wife from Legal System

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**Abstract**—Law and Interdisciplinary research (“Law-and”) has flourished since the 1960s. “Law and literature” is an academic movement under such a background in the United States. The author uses Tomas Hardy's *Tess of the d'Urbervilles* and Lu Xun's *The New-Year Sacrifice* to analyze and compare the legal system in British Victorian and Chinese semi-feudal and semi-colonial society, and explores the root causes of the tragic fate of Tess and Xianglin's Wife. Meanwhile, the paper reveals the predicament of women in the East and West around the 20th century.

**Index Terms**—legal system, law and literature, miserable fate, predicament of women

## I. INTRODUCTION

### A. Theoretical Background

#### 1. Introduction of “Law and Literature”

“Law and literature” is an academic movement that originated in the United States. Law, as a discipline, has a long history. However, since the 1960s, law as an autonomous discipline has gradually declined in the United States. (Posner, 1987) Law and Interdisciplinary research (“Law-and”) has flourished, such as law and economics, sociology, political science, feminism, and clan theory. “Law and literature” emerged under such a background. In 1973, James Boyd White, a professor at the University of Chicago Law School, published *The Legal Imagination*, which marked the beginning of “Law and Literature” in the United States. In the 1980s, “Law and Literature” stood in the United States and spread to other common law countries such as the United Kingdom. This is attributed to Richard Allen Posner, a scholar who has expertise in law, economics, and literature. He has published *Law and Literature: A Misunderstood Relation* (1988), *Overcoming Law* (1995) and other works.

China's legal and literary studies started relatively late. In the 1990s, Su Li translated a series of books by Posner to introduce “Law and Literature” to China, and then published the book *Law and Literature: Traditional Chinese Drama* (2006). In 1999, Feng Xiang of Hong Kong published the classic work of Law and Literature *Wood Leg Justice*. Around the 21st century, there have been a number of high-quality academic works in mainland China, such as Xu Zhongming's *Between Law and Literature* (2000), He Weifang's *Fa Bian Yu Mo* (1998), Wang Shirong's *Research on Ancient Chinese Verdicts* (1997), etc.

#### 2. Connection between Law and Literature

Law and literature, the two research areas, seem to be far away from each other. The law uses the force of law to restrain people's behavior. While literature uses emotional power to influence people's inner feelings, thus affecting people's thoughts and changing people's actions. In terms of its objectives, both are the pursuit of ideal social values such as freedom, fairness, justice, science, and rationality. They are all people's expectations for the good qualities of human beings such as truth, goodness and beauty. It's just that the two adopt different ways. The law restrains behavior but the literature influences behavior.

In fact, law and literature have a long and extensive connection. As early as in ancient Greece, the tragic work *Antigone* made people be aware of the huge conflict between law and morality through literature. Many literary masterpieces are also based on legal subjects, such as *The Merchant of Venice*, *Hamlet*, *Crime and Punishment*, *Resurrection*, *Snow in Midsummer* and so on. In addition, many writers have experience in studying law, such as Goethe, Tolstoy, Balzac, Voltaire, Xu Zhimo and so on. At the same time, literature also promotes the development of law with its characteristics. The law is recorded and disseminated by words. They are rigorous in structure and argumentation and fluent in language that is easy to understand. The law itself is a masterpiece of literature.

#### 3. Introduction of “Law in literature”

Posner divided “Law and Literature” into four branches: Law in Literature, Law as Literature, Law through Literature and Law of Literature. “Law in literature” is the study of legal issues in the context of literary texts. It is the most important branch of the “Law and Literature” movement. And also it is the theoretical foundation adopted by this thesis.

The “Law in Literature” uses literary text as a sample or platform to explore the legal issues involved, which sets a

“media” (literary work) between the researcher and the social reality. “Discovering the works” and “interpreting the works” have become the two links that the researchers must go through. The study of “law in literature” has a positive effect on the promotion of the value of the law, the knowledge of popularization law, the improvement of law teaching, and the strengthening of legal rhetoric. (Wei, 2011)

### B. Research Object

#### 1. Introduction of Tomas Hardy and *Tess of the d'Urbervilles*

##### a. Introduction of Tomas Hardy

Thomas Hardy was one of Britain's greatest writers and poets in the late 19th and early 20th centuries. He published 18 novels and 8 episodes of 918 poems in his life. This made important contributions to English literature and even world literature. Hardy was born in Upper Berkhampton on the outskirts of Dorchester, Dorset. His novels had a strong local color because they were mostly based on the southwestern part of England where he lives. He focuses on the life of ordinary people so that the characters in his works are ordinary people in society who existed the weaknesses in human nature. Besides, his novels had a strong pessimistic color and a religious rebellious spirit. In summary, his novels mainly described the great changes in the British from the feudal society to the capitalist society from the late 19th century to the early 20th century, as well as the unfair society and law in this process and the tragic life of the peasants. (Xue, 2011)

##### b. Introduction of *Tess of the d'Urbervilles*

*The Tess of the d'Urberville*, published in 1891, is regarded as one of Hardy's masterpieces. It is a tragic work. Tess, the heroine of the novel, is a farm girl. She is not only beautiful, but also kind, sincere, hardworking and loving life. As she and her younger brother drove to the market at night, the old horse was killed by a mail truck, which caused the poor family to lose their financial resources. She had to listen to her mother to persuade her to work for the bogus kinsfolk. Unfortunately, she was raped by the young master of the landlord Alec and returned to her hometown with her pregnancy. After the child died, she went to a farm as a milker where she met the son of the pastor, Angel Clare, and fell in love with him. On the wedding night, the sincere Tess confessed to her husband Clare that she had lost her virginity. However, her husband couldn't take it. Clare left her and went to Brazil alone. Later, because of the death of his father, the family became homeless. Tess, who had nowhere to go, agreed to live with him under the entanglement of Alec. Unexpectedly, after a hardship, Clare finally changed his mind and came back from Brazil to look for Tess. Tess with remorse stabbed Alec to death. She spent a few days of happy life with her husband, Clare, and was finally arrested and sentenced to death. The tragedy of Tess is actually a social tragedy. Through the tragic experience of Tess and her family, this article truly depicts the tragic picture of individual agriculture going to poverty and bankruptcy after capitalism invaded the British countryside in the late 19th century. (Hardy, 2013)

#### 2. Introduction of Lu Xun and *The New-Year Sacrifice*

##### a. Introduction of Lu Xun

As the founder of modern Chinese literature, Lu Xun has an important influence on the development of Chinese social ideology and culture after the May 4th Movement. He is famous in the world of literary circles, especially in the fields of Korea and Japan, and is known as “A writer who occupies the largest territory on the map of East Asian culture in the twentieth century”. Lu Xun was born in a declining family of literati and officialdom. His grandfather was dismissed from prison because of imperial examinations, his family began to decline, and his family moved into rural life. In his 55 years of life, more than 10 million words have been passed down to the world. The types or forms of literature involves novels, essays, prose, poetry and so on. Among them, Lu Xun didn't write too many novels, but they are of great significance, mostly based on the life of the bottom people in the late Qing Dynasty and the early Republic of China. He paid attention to the details of the description which can vividly portray characters and explore subtle psychological changes. It mainly manifests the numbness and ignorance of the people's thoughts at the bottom and the hardships of life. After the founding of New China, his dozens of works were selected into Chinese textbooks for primary and secondary schools, which have far-reaching influence on the language and literature of New China.

##### b. Introduction of *The New-Year Sacrifice*

*The New-Year Sacrifice* written in 1924 is one of Lu Xun's novels during the Republic of China, and is the first of Lu Xun's second collection of novels *Wandering*. Xianglin's Wife is a tragic figure. She is a sincere and hardworking rural woman. After the husband's death, the cruel-hearted mother-in-law wanted to sell her. She was forced to flee and went to Lu family in Luzhen to be a servant. But she was taken away by her mother-in-law and took all her wages, and then sold her to He family as a wife. Resisting fruitlessly, Xianglin's Wife accepted the reality that lived with the simple and honest husband He Glen and gave birth to a son Amao. However, unfortunately, He Glen died of typhoid fever, and his son Amao was eaten by the wolf. Xianglin's Wife was driven out of the house by her husband's brother. She could only go to Lu family to work again. However, people felt that she is guilty of remarriage. She donated money to the Temple of the Tutelary God and still could not get rid of the discrimination against her. Finally, she begged along the street and desperately died on the streets. However, people not only did not pity her, but also thought that she was a bad lot. The life of Xianglin's Wife reflects the social contradictions after the Revolution of 1911 and the true face of the Chinese countryside. It profoundly reveals that the landlord class has devastated and persecuted the working people, especially the working women, and also discloses the innate character of eating human being under the feudal system to point out the necessity of thorough anti-feudalism.

### C. Research Purpose

Hardy (1840-1928) and Lu Xun (1881-1936), two literary giants, one lived in the English countryside in Dorset, and the other was born in a declining family of literati and officialdom in southern China. They were both familiar with rural life. They understood the hardships of the working people at the bottom and were very sympathetic to their oppressed situation. Tess and Xianglin's Wife were both the image of hardworking and simple women at the bottom of the society living in the same era. Moreover, they were both the tragic images of misfortunes. Through the research, there is no difficulty in finding that more and more scholars and professors begin to pay attention to the study of Hardy's and Lu Xun's works from interdisciplinary perspective. However, few studies have looked at their works from legal perspective. Besides, a lot of doubts also exist in understanding the predicament of women in the East and West in the late 19th and early 20th centuries. The author uses Hardy's *Tess of the d'Urbervilles* and Lu Xun's *The New-Year Sacrifice* as the research object to analyze the miserable fate of Tess and Xianglin's Wife from the perspective of the legal system through the theory of "Law in Literature". This paper intends to compare the legal system of the British Victorian and Chinese semi-colonial and semi-feudal periods and reveal the predicament of the survival the women in the East and West around the 20th century.

## II. LAW IN *TESS OF D'URBERVILLES*—MISERABLE FATE OF TESS

### A. Property and Surname

The economic distress caused Tess to compromise the reality again and again against her own will. Although the family of d'Urbervilles had been glorious for centuries, the generation of Tess has been declining. Tess accidentally killed a horse that his father used to do business, which made the whole family into an economic dilemma. In desperation, she had no choice but to work in the Stoke-d'Urbervilles family so as to solve her family's livelihood problem, which then triggered subsequent tragedies. It can be learned from the novel that her family was originally prestigious. The real estate of the Stoke family (the house of hennery of Alec's mother) was originally the legacy of the d'Urbervilles family. To explore the question why it was inherited by Stoke family, the best way is to understand the legal background at that time.

The English Law of Succession stipulates that as long as there is a heir (whether male or female, whether direct relative or collateral relatives) existed, the land given by the lord can be inherited indefinitely. In practice, this inheritance relationship extended from 1066 to the early 20th century.(Xue, 2011) The novel mentions that their family consisted of numerous branches and once had a large amount of land.(Hardy, 2011)According to English law, this property can be inherited unconditionally as long as it is a legally recognized descendant of d'Urbervilles family.

As a descendant, the reason that Tess's grandfather didn't have the right of inheritance is the deep development of British capitalism in 19<sup>th</sup> century. In order to complete the bourgeois revolution, the British authorities disintegrated the feudal land ownership system and defeated the feudal aristocracy. The British abolished *Corn Laws* and established the *Inheritance Tax Law* to open up the domestic grain market. The influx of high-quality and cheap grain from abroad into the UK shocked the British agriculture and hit the feudal aristocrats whose feudal manor rent was the main income, which drastically reduced their income.(Yan, 2006) In this way, the feudal aristocrats who were unable to pay taxes had to sell or shelve the property that cannot be inherited. (Yan, 2006)

After the timber merchant Simon Stoke accidentally made a fortune, he occupied the surname of d'Urbervilles. Although the change of surname would not bring him the same political aristocratic status, it provided the legal conditions necessary to invade the d'Urbervilles family heritage. At that time, the inheritance law stipulated, in addition to paying the inheritance tax, it is necessary to prove the identity by a legally recognized document or a family seal, otherwise it cannot be inherited, or cannot obtain ownership even if occupied. However, the phenomenon of illegal possession of feudal aristocratic real estate by emerging assets was very common at that time. In order to legalize it, the bourgeois-controlled parliament promulgated the *Land Transfer Law* in 1875, despite the opposition of the original feudal aristocracy. The act stipulates that the parties register the property rights on a voluntary basis, and the registered property rights have the effect of the counter-prescription system. The level does not require substantive examination. (Xian, 2009) The law of the age caused the Tess family to lose their home and fell to the bottom of society.

### B. Forced Sex and Pregnancy

It is a significant turning point that Tess lost her virginity in the novel. For the reason that Hardy was vague in describing this event, it did not determine the nature. There has always been a different analysis and interpretation of the nature of the event. However, it can be inferred from some clues in the novel. From the novel, Alec coveted Tess' beauty for a long time, but Tess has always maintained an attitude of avoidance and disgust. On the day of the incident, She was so tired after her long day. However, she was humiliated on the way back from the weekly pilgrimage. In such a case, she accepted Eric's proposal and scrambled into the saddle behind Alec, and left with him. Then Alec and Tess' dialogue also reflect Tess' avoidance of Alec. "Tess, why do you always dislike my kissing you?" "I suppose — because I don't love you." (Hardy, 2011, p.83)When she was overcome by drowsiness, she also kept a guard against Alec's touch on her. Thus, Tess and Alec did not have an emotional foundation. Next, Alec deliberately let the horse walk through the oldest woods and got lost. When he was looking for a way out alone, Tess fell asleep because she was

too tired. She slept so soundly that she did not answer Alec's call. "D'Urberville stooped; and heard a gentle regular breathing. He knelt and bent lower, till her breath warmed his face, and in a moment his cheek was in contact with hers. She was sleeping soundly."(Hardy, 2011, p.88)This section of the description proves that Tess had a sexual relationship with Alec while asleep.

The Victorian English law clearly states that "rape is a crime of sexual violence against women and sexual intercourse against women's will." (Wu, 2009, p.79)John Mews clearly stated in the *The Digest English Case Law* that sexual relationships are enough to characterize rape as long as the woman's consent is not obtained. And there are legal provisions that specifically state that if a man has sex with a woman while she is asleep, rape is formed even without violence.(Wu, 2009) Compared with Tess' previous behavior, if she was not asleep, she was bound to resist.

If Tess was raped and it was a great injury to her body and mind, then child out of wedlock gave her a greater disaster. From the description in the novel, it was found that Tess had a contradictory feeling of both hatred and love for this undesired child.(Hardy, 2011)The child destroyed the reputation of Tess and her family and made her life even more tragic. Since Tess has no feelings for Alec, the question why she gave birth to his child after leaving Alec is worth discussing

It was all due to the laws of the time. According to the section 58 of *Offences Against the Person Act 1861*, abortion by unlawfully administration any poison or noxious thing is an offence. It is sentenced to life imprisonment.(Smith&Hogan, 2011)Under such laws, Tess had to give birth to this child and exposed the fact that she lost her virginity, and she had to go to the dairy-house many miles to the southward to be a milkmaid.

### C. Unhappy Marriage

On the wedding night, Tess couldn't stand the inner suffering, so she confessed to the past experience to Angel and hoped to get his forgiveness. But Angel could not forgive her. Tess wanted to relieve Angel's pain through divorce, but Angel said that he could not divorce Tess. "You don't understand the law - you don't understand."(Hardy, 2011) How was the law at that time prescribed?

The marriage and divorce of the British have always been approved by the church court. In the eyes of Christians who believe in religion, the union of men and women is God's will. Divorce is not allowed. It was not until 1857 that things improved. The law allowed people to divorce through the judgments of the courts, but it had strict legal conditions. A husband could divorce his wife on the ground of adultery, and a wife must prove the additional offense such as desertion, cruelty, rape, or incest before the divorce. (Jenks, 2002) Under this law, Tess and Angel could not be free through divorce, so Angel could only leave Tess alone to go to Brazil.

### D. Death of Loved One

After Clare left, Tess barely maintained her life by working. But her father died made the family once again get into trouble. The British land tenure system is divided into three types that is freehold tenure, copyhold tenure and leasehold tenure. The family of Tess belonged to the leasehold tenure. After the father's death, the lease contract was automatically terminated. The mother of Tess, as the spouse, could not have any rights according to the contract. Tess family had no choice but lived in the ancestral cemetery. However, *Vagrancy Act 1824* stipulates it as a crime.

"every person wandering abroad and lodging in any barn or outhouse, or in any deserted or unoccupied building, or in the open air, or under a tent, or in any cart or waggon, not having any visible means of subsistence, and not giving a good account of himself or herself; every person being found in or upon any dwelling house, warehouse, coach house, stable, or outhouse, or in any inclosed yard, garden, or area, for any unlawful purpose; every suspected person or reputed thief, frequenting any river, canal, or navigable stream, dock, or basin, or any quay, wharf, or warehouse near or adjoining thereto, or any street, highway, or avenue leading thereto, or any place, of public resort, or any avenue leading thereto, or any street, highway, or place adjacent, with intent to commit felony; shall be deemed a rogue and vagabond"(Xie, 2003)

Desperately, Tess had no choice but become mistress of Alec again. From then on, her life is full of sadness. And she broke out when Angle tried to save their marriage. Finally, Tess was killed by the murder of Alec.

## III. LAW IN *THE NEW-YEAR SACRIFICE*—MISERABLE FATE OF XIANGLIN'S WIFE

### A. Surname and Property

When the full text was introduced to her, she was named Xianglin's Wife. There is no mention of her autonym so we cannot know her real name. And in the novel, her mother-in-law took all her wage easily. From these two points, it is easy to learn Xianglin's Wife had no status or rights both in society and her husband's family.

After the Opium War, China became a semi-colonial and semi-feudal society. During this period, feudalism still existed. The feudal system has existed in China for more than 2,000 years. It reflected that the feudal ideology of the feudal ruling class has penetrated into the customs and habits of the Chinese. So the influence of this tradition in China is deeply rooted. In the paternal family order of the laws and folk customs of the Qing Dynasty, women were regarded as the vassals of men in their will and status. 《礼记·内则》谓“子妇无私货，无私畜，无私器；不敢私假，不敢私与。”(Ding, 2011, p.78)That implies that the woman has no property before and after marriage and even the dowry she brings from her mother's home is deprived.

The new ideological trend brought by the invasion of foreign powers also impacted Chinese society. In terms of law, compared with the laws of the Qing dynasty, the laws of the National Party abandoned hierarchical relations and advocated equality before the law. The 1135<sup>th</sup> draft of the *Civil National Draft Law* stipulates “妻子成婚时所有之财产及婚后所得之财产，为其特有财产。但就其财产，夫有使用、收益之权。”(Yang et al, 2002, p.355) It means that the property owned and acquired by the wife before and after marriage is her exclusive property. However, the husband has the right to use and profit from his wife's property. At the legal level, woman's interests were protected.

### B. *Unhappy Marriage*

Xianglin's Wife's first husband, a woodcutter, was ten years younger than she was.(Yang, 2010) It can be inferred that she is a child bride. And her mother-in-law was “a clever, capable woman, a fine manager”.(Yang, 2010, p.17) Concluded from the two perspectives, Xianglin's Wife had no position in the husband's family.

Child bride, a common phenomenon in the Qing Dynasty, is the baby girl or young girl fostered by her husband's family until the formal marriage in adulthood. The child brides are very young, and even some are also staying at the family to wait for the young son-in-law to become an adult although they have reached the legal age of marriage in the Qing Dynasty. The reason why the children are raised is the society at that time was very poor and backward, and the living standard of the people was very low. The custom was not codified in the Qing Dynasty, but law-executor recognized and tolerated it, which made it legal.(Huang, 2007) Child bride is generally older than the husband so that she can take care of the husband. Although the marriage of child bride is not necessarily the result of mercenary marriage, there still be a serious relationship between mother-in-law and daughter-in-law. The status of daughter-in-law is generally low, especially in mercenary marriage. They have to do a lot of housework, and some are abused by their husband's family and servants. In the novel, the description of Xianglin's Wife's work in Lu Family used the phrase “got through more work than a hard-working man”.(Yang, 2010, p.13) And her clever and capable mother-in-law wanted to sell her after her husband's death. To sum up, their relationship was not harmonious and the position of Xianglin's Wife at home was very low.

In the National Party code, the existence of child bride was illegal but there was a big gap between the law and the real situation of women at that time.(Huang, 207)

### C. *Forced Sex and Pregnancy*

Unfortunately for the death of Xianglin's Wife's husband, her mother-in-law did not allow her to keep her chastity. She wanted to sell Xianglin's Wife, and use the money earned as bride price to get a wife for her second son. Although Xianglin's Wife ran away to fight her fate but finally was forced to marry to He(surname) family and gave birth to the son Amao.

In the old days, women were the vassals of men in their status and will. Women are part of the husband's property and have no independent personality rights. When the family is unable to save themselves, the husband and his family can take advantage of wife by divorcing and selling for a profit. The sale of wives for marriage or prostitution, the forcing of widows to remarry, the purchase as little girls for child brides were widespread phenomena in the 18th and 19th centuries.(Huang, 2007) In the peasant society of the Qing dynasty, once a woman's husband died, she was vulnerable to aggression by her in-laws, especially if she was childless or young and beautiful for the reason that she can be sold with good price. If a widow was helpless and returned to her mother's home, she would be under great pressure to remarry for the bride price she would bring. The law of the Qing dynasty favored widows who dared to resist these pressures and praised their chastity. And it was illegal for their husband's family or their mother's family to force them to remarry against their will. Once they violated, they would have bludgeoned for 80 times.(Huang, 2007) However, although this phenomenon was forbidden by the law code, the judiciary in the Qing dynasty tolerated it out of sympathy for the poor. The unfortunate or abused wives had no choice but to run away from home.(Huang, 2007)

The 1345<sup>th</sup> draft of the *Civil Law Draft of Qing Dynasty* stipulates that “因诈欺或胁迫而婚姻者，惟当事人得撤销之。以六个月为限”.(Yang et al, 2002, p.172) If the marriage is fraudulent and coerced, it is revoked only by the party within six months. But obviously, due to the ignorance and ineffectiveness of the law, woman's right could not be guaranteed in that chaotic period.

### D. *Death of Loved One*

It can be said that the death of husband He Glen and her son Amao pushed Xianglin's Wife who had regained happiness to be more despaired. To add to her misery, her husband's elder brother kicked her out by taking over the house.

In fact, from the 1467<sup>th</sup> draft of the *Civil Law Draft of Qing Dynasty* “妇人夫亡无子守志者，得承其夫应继之分，为继承人”.(Yang et al., 2002, p.188) it can be found that if a woman's husband dies and has no children, she will inherit her husband's inheritance and be his successor. Therefore, in law, Xianglin's Wife had the right to continue to live in her husband's house, but she did not fight for her right.

From then on, her life descended into tragedy and she died in despair because of people's rumors and scorn.

## IV. THE SURVIVAL PLIGHT OF WOMEN



From the legal events and legal acts in Thomas Hardy's *Tess of the d'Urbervilles* and Lu Xun's *The New-Year Sacrifice*, it is not difficult to conclude that there are many difficulties in the lives of women in the East and West around the 20th century. Below, the deficiencies of woman's living conditions are explained from the legal perspective.

#### A. Ineffectiveness of the Law

From the analysis of *Tess* and *Xianglin's Wife*, it can be found that although the law intends to protect the status and rights of women, it was not implemented in the actual reality, which reflects the ineffectiveness of the law. The paper tries to demonstrate the ineffectiveness of the law from following two aspects of the limitations of social context and cognition.

##### 1. The Limitations of Social Context

###### a. Ideological Confusion in Victorian

For the Westerners, the 19th century was a century of extremely chaotic thoughts and a century in which traditional values were disintegrated. The emergence of the second industrial revolution brought new ideas to the world. The new ideas put forward by outstanding people such as Nietzsche, Darwin and Schopenhauer have brought great impact to the traditional values of westerners. The ideology of Victoria was vibrant in the context of moral chaos and the alternation of old and new cultures.

###### b. Ideological Confusion in Semi-colonial and Semi-feudal Society

After the opium war, China was reduced to a semi-colonial and semi-feudal society. At that time, the feudal ideology of more than 2,000 years was impacted, and western ideas were gradually introduced into China. China sought its own new thoughts and cultures in this context of the thoughts and cultures of various countries collided and merged. There is no doubt that China was in a time of ideological chaos.

##### 2. The Limitations of Cognition

In the British Victorian and Chinese semi-colonial and semi-feudal society, the attention to the status of women had gradually increased. But in general, woman's education level was generally not high especially in rural areas, while *Tess* and *Xianglin's Wife* are the image of the rural woman. In this context, woman's cognition of the law had limitations that prevented them from maintaining their interests in a timely and effective manner.

#### B. Injustice of the Law

The law is the product of the state. It refers to the basic laws and common laws promulgated by the ruling class after certain legislative procedures for the purpose of realizing the rule and managing the state. The law is the embodiment of the will of the entire nation and the instrument of state rule. Therefore, the bias of justice of the law depends on the needs of the ruler to govern the country. Moreover, due to the low social status of women, the protection of woman's rights and interests by the law is far from enough. This is also the embodiment of the law's injustice to women.

#### C. Imperfection of the Law

The lag of law determines that the law can never be perfected. Since the development of human science and technology culture is changing with each passing day, the law always has to solve the problems that arise. When the previous problems are solved, new problems will arise. The revision of the law is to constantly improve the differences between the legal system and ideas. Similarly, there were such problems in society at the time.

## V. CONCLUSION

Through analyzing the experiences of *Tess* and *Xianglin's Wife*, this paper has a deeper understanding of the social reality of woman's life in British Victorian and Chinese semi-feudal and semi-colonial society. This paper tries to study in the field of literature and law from the standpoint of literature, and uses the legal perspective to reinterpret the exact meaning of legal events involved in the works of *Tess of the d'Urbervilles* and *The New-Years Sacrifice*. This helps us analyze the cause of protagonist *Tess* and *Xianglin's Wife's* tragic ending. Besides, it provides an important reference for us to understand the legal and judicial systems of the British Victorian and Chinese semi-colonial and semi-feudal society. It plays an important role in understanding the living environment of women and exploring the predicament of woman's survival in the East and West at that time. This also reflects the authors' critical attitude towards the law at that time. The paper concludes that the limitations of social background and cognition, as well as the injustices and imperfections of the law, lead to the predicament of woman's survival. However, as not a professional law learner, this paper still has some deficiencies in the study and translation of legal regulations. To sum up, although we can't solve some deficiencies in the law, we should use the legal means to protect our own rights and interests.

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# A Study on the Improvement of College Students' English Cultural Accomplishment under the Concept of General Education

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**Abstract**—Besides imparting knowledge, college English course is also a language carrier for students to understand western culture and a way to improve their comprehensive cultural literacy. Therefore, under the guidance of General Education theory, this paper attempts to integrate the appreciation of English literary translations into College English teaching, so that non-English majors can improve their English language ability, at the same time, they can improve their critical appreciation ability and cultural accomplishment.

**Index Terms**—general education, polysystem theory, cultural accomplishment

## I. RESEARCH BACKGROUND

In order to adapt to the new situation of the development of higher education in China, deepen the reform of teaching, improve the quality of teaching, and meet the needs of the state and society for the cultivation of talents in the new era, in July 2007, the Ministry of Education promulgated the requirements for College English Curriculum Teaching (trial), which states: "College English teaching is a teaching system that combines a variety of teaching modes and teaching methods, which is guided by foreign language teaching theory, with English language knowledge and skills, cross-cultural communication and learning strategies as the main content." As is stated, the teaching goal of college English is to cultivate students' comprehensive English application ability, especially their listening and speaking ability, so that they can communicate oral and written information effectively in English in their future work and social communication. At the same time, their autonomous learning ability and their comprehensive cultural accomplishment should also be strengthened in order to meet the needs of China's economic development and international exchanges.

Therefore, college English course is not only a basic language knowledge course, but also a general education course including English knowledge, language expression skills, language application and multicultural knowledge, which is the language carrier for students to understand western culture, and a way to improve students' comprehensive cultural accomplishment. However, most of the current college English teaching mainly focuses on the teaching of basic language knowledge, and the teaching reform also focuses on the cultivation of the ability of comprehensive use of English, especially the cultivation of listening and speaking ability. There has been a lack of research on improving students' comprehensive cultural accomplishment.

So, this paper intends to take reading English literary classics as the cutting point to improve students' ability of comprehensive use of English while improving their comprehensive cultural accomplishment, and explore a new way of college English teaching under the concept of General Education. At present, there are three problems in reading English literary masterpieces for non-English majors.

Firstly, there is the biased understanding of reading English literary classics, that is, non-English major college students generally have a view that it is necessary for English majors to read English literary classics, as it is the requirement for them to improve their English level; and non-English majors only need to pass the final exam of each semester. Consequently, their reading purposes in their spare time are very different, just for entertainment, thus many students choose "fast food culture" or some "online literature". Under this kind of cognition, it is difficult to take this as the starting point. Therefore, the first thing that needs to be solved is that they are biased in their cognition of reading English literary classics.

Secondly, there is the problem of improper methods and lack of guidance in reading English literary classics. For non-English major students who choose to read English literary classics, they are limited by their English proficiency in such reading. There will be many difficulties, such as: a large number of new words, complex sentence patterns, lengthy narration, and limited understanding ability etc. To make it worse, the lack of teachers' guidance in reading makes it difficult for them to improve their reading speed, depth, time, and number of readings, and even make the readers give up halfway.

Thirdly, there is the problem of too many versions of translated English literary classics, which makes it difficult for students to make a choice. Most of the non-English major college students who choose to read English literary classics choose to read the translated versions, which were different in different periods. Moreover, when reading, they know little about the linguistic features of the target text, the political, economic, cultural and other aspects reflected in the

works at that time, as well as the influence of the background of the different translators in the translation on the target text. This kind of reading only increases the number of works that students read, which is of little benefit to the improvement of their English reading ability, and even less to the understanding of western culture and the improvement of their comprehensive cultural accomplishment.

Thus it can be seen that it is necessary to rely on the concept of General Education to improve the basic English language skills, comprehensive application ability and multicultural appreciation ability of college students, and to promote the realization of college English classroom teaching objectives. This paper makes a comparative reading of English translated literary classics and integrates the appreciation of English literary translation works into college English classroom teaching.

## II. GENERAL EDUCATION

### A. *Research of General Education Abroad*

General Education originated in the 19th century. At that time, many European and American scholars felt that the academic branches of modern universities were too specialized and their knowledge was seriously separated, so they created general education in order to train students to think independently, have some understanding of different disciplines and integrate different knowledge, so that the ultimate goal to cultivate complete people could be realized. In 1829, A. S. Packard in the United States defended the general courses of the university curriculum, including classical Chinese, literature, and science, as a prerequisite for professional learning, arguing that students had to take these public courses to get the necessary co-training, and this kind of education was called General Education. Since he first linked general education with university education, General Education practice has emerged in Europe and the United States.

According to Huang Kunjin (2006, p251), the goal of General Education in the United States is to make the individual develop healthily, including the promotion of the purpose of life, the extraction of responses to emotions, and the use of the best contemporary knowledge to fully understand the nature of various things. Thus it can be seen that General Education will increase the breadth and depth of students' knowledge, expand students' vision, make students possess both humanistic literacy and scientific literacy, and train students into all-round people.

### B. *Domestic Research Status of General Education*

Compared with the United States, General Education in the modern sense of China started late, but the concept of General Education has a long history and has a certain ideological and practical basis. In the Dictionary of Education edited by Gu Mingyuan, president of Chinese Educational Association, General Education is expounded as a kind of educational thought about the purpose and content of education in modern times and the education is carried out accordingly (Gu, 1998). In the stage of higher education, it refers to the education of common content that college students should receive. The teaching goal of college English promulgated by the Ministry of Education of China is to cultivate students' comprehensive English application ability, especially their listening and speaking ability, at the same time to enhance their autonomous learning ability and improve their comprehensive cultural accomplishment in order to meet the needs of China's economic development and international exchanges. So college English curriculum is consistent with the concept of General Education in terms of the discipline's nature, teaching objectives and educational content.

Therefore, Chinese scholars have also put forward the concept of foreign language General Education. For example, Wang Shouren (2011) believes that the English course of General Education is aimed at realizing the requirements of improving comprehensive cultural accomplishment, including students' critical thinking and intercultural communicative competence. Moreover, many Chinese scholars have also discussed and studied how to reform the English teaching mode under the concept of General Education, how to carry out the curriculum, the professional development of teachers, and the cultivation of talents and so on. Among them, some scholars, such as Zhu Xi (2011), have discussed the role of reading English literary classics in improving the comprehensive humanistic literacy of college students, but this kind of study is aimed at English majors instead of non-English majors.

Consequently, this paper intends to take non-English major college students as the research object, take reading English literary masterpieces as the starting point, and explore the role of literary classics reading in improving students' comprehensive cultural accomplishment under the concept of General Education.

## III. THE RELEVANT INFORMATION ABOUT THE STUDY ON THE IMPROVEMENT OF COLLEGE STUDENTS' ENGLISH CULTURAL ACCOMPLISHMENT UNDER THE CONCEPT OF GENERAL EDUCATION

### A. *Theoretical Basis of the Study*

The study is based on the concept of General Education and guided by polysystem theory, the theory put forward by Itamar Even-Zohar, an Israeli scholar, to explain the behavior and evolution of literary systems. (Baker, 2001). As a theory which plays a guiding role in understanding the nature of translation and in carrying out translation criticism, polysystem theory can be used to guide students to analyze and evaluate different versions of English literary classics in different periods, to improve their ability of English translation and reading in the process of analyzing the original text

and the target text, to improve the students' multicultural consciousness and realize the teaching goal of cultivating students comprehensive English application ability and improving their comprehensive cultural accomplishment.

#### *B. Subjects of the Study*

In this study, ninety students, majoring in international finance and trade, from Taishan University in Shandong province, China, are chosen to be the subjects of research. During the one year teaching practice, forty-five of the chosen students constitute the experimental class and another forty-five belong to the contrasting class.

#### *C. Objectives of the Study*

(1) Try to strengthen students' comprehensive cultural accomplishment and achieve teaching objectives. Through comparative reading of English literary masterpieces, non-English majors' critical thinking ability, reading ability and translation ability would be improved; through appreciating and evaluating different translations of English masterpieces in different periods, their multicultural awareness and their multicultural literacy would be enhanced.

(2) Try to promote the renewal of teaching methods and combine language teaching with culture teaching. Through combining non-English majors' reading of English literary translations with college English teaching and combining language teaching with culture teaching, students' comprehensive language ability and students' understanding of different cultures would be improved, and thus form a new college English teaching method and mode.

#### *D. Methods of the Study*

(1) Questionnaire survey and English reading ability test: Understanding the current situation of non-English majors' reading English translated literary works, the existing difficulties and the basis for choosing different translations; Evaluating their basic linguistic competence, including translation and reading level, thereby establishing practical teaching plans and teaching methods of translation theory;

(2) Literature and theoretical analysis: consulting, analyzing and summarizing the relevant theories of General Education concept and relevant translation theory; selecting experimental materials;

(3) Experimental method: The experimental class and the contrasting class are set up in the teaching. According to the results of the pre-test analysis, the teaching plan of the experimental class is formulated and implemented. After the training, the post-test is implemented. Compare the changes of students in the experimental class and the contrasting class after the implementation of the plan, understand the effect of teaching implementation, write a summary and make the conclusion.

### IV. THE PROCESS OF THE STUDY

This study made an empirical study on the role of literary classics reading in improving students' comprehensive cultural accomplishment under the concept of General Education. Before the beginning of the research, the research object, the teaching plan and the evaluation of the teaching effect were discussed and determined.

The experimenting began in the fall semester of 2017 and lasted one and half years, including about 80 days of winter vacation and summer vacation. The study was carried out in the following three stages:

#### *A. Pre-preparation Phase*

The first stage was the pre-preparatory phase, which lasted about three months, from October to December 2017. Before the study, the selected students were tested and the results showed that there were some differences in vocabulary and grammar level between the two classes, but the differences were not very obvious. After testing, the vocabulary of the students was found to be ranged from about 2500 to 3500 words, which belonged to the middle and upper level in the university.

Firstly, through collective discussion and questionnaire survey, the students in these two classes were investigated. The survey included reading purposes, reading quantity, reading time, reading methods and difficulties in reading, so as to understand students' specific problems in reading English literary masterpieces.

From the discussion, the students of the two classes reported that that most of them would not choose to read English translated literary masterpieces in their spare time if there were no reading tasks assigned by teachers. If they were assigned the reading tasks, most of the students would choose to borrow from the library without consulting the publishing house, the publishing time or the translator. Questionnaire results indicated that the selected students in science classes were rather casual in choosing translated literary works in English. 85% of the students chose the translated works just because they have "heard" or "seen movies of the same name". However, when it comes to evaluating the language and content of translated literary works and the influence of their times on the translation of literary works, the students in both classes chose either "not caring about the era in which the translator lives, and think that it has no effect on translated literary works" or "never considered this issue".

Secondly, students' English proficiency was tested by written test, which involved vocabulary, reading comprehension and translation. To test students' English reading ability, the test covered the comparison of the original English literary works and the translations of different versions for the sake of understanding of students' reading level and the determination of teaching methods. The tests made it clear that the selected students' language proficiency was relatively weak, and most of them could not tell the differences among varying translated versions.

### *B. The Phase of Teaching Operation*

Based on the above phase, it was determined that during the course of College English teaching, the experimental class would integrate the reading of translations of English literary masterpieces; while the contrasting class would adopt the traditional teaching mode. New Horizon College English published by Foreign Language Teaching and Research Press was used as teaching material.

The phase of teaching operation started from February 2018 to December 2018, with one summer vacation accounting for about fifty days. The first semester of 2018 academic year commenced from February to June 2018, and the second semester was from September to December 2018. At the beginning of every semester, the students in the experimental class were given specific instructions on the contents of the first and second semesters and the assessment criteria for the final grades, so that the students fully understood the requirements and process of the course learning.

#### (1) The first semester:

The first semester's teaching contents included the conventional curriculum teaching and the teaching of polysystem theory. With the help of the study of the first stage, it was known that the students even have never heard of polysystem theory and most of the teaching materials given to the students were in the original English. Therefore, it was expected that students would have some difficulties in accepting the theory. In order to ensure the mastery of the theory, most of the students were interviewed and some were given individual instruction during the extracurricular time.

The explanation of polysystem theory was carried out through collective teaching, and the major contents were arranged as follows:

Chapter one: The theory of polysystem theory and Russian Formalism, mainly explaining Russian Formalism as its source.

Chapter two: Evan-Zohar's hypothesis of polysystem, mainly explaining the literary system, the dynamic stratification of the literary system, and the position of translated literature within the system.

Chapter three: The paradigm of translation studies within polysystem theory, mainly dealing with the translation studies of the target text orientation and Toury's descriptive translation studies.

Chapter Four: The contribution of polysystem theory, mainly explaining translation norms and theme awareness, translation orientation and text orientation.

Chapter Five: The influence of polysystem theory in China, mainly explaining the application of the theory in translation studies in China.

When teaching polysystem theory, students in the experimental class were divided into nine groups and were handed out handouts before class, so that student had the time to preview and find the difficulties by discussing with each other. Before class teaching, the teacher first answered students' questions, get the idea of students' mastery of the theory, and focused on explaining the difficult points accordingly. After class, students were tracked through homework and testing to help them review what they have learned.

#### (2) The second semester:

The second semester's teaching combined regular course teaching with comparative reading of different translations of literary classics together. Take *Gone with the Wind*, written by Margaret Mitchell, as the original text for comparative reading and the translated versions of Fu Donghua, Huang Huairan and Zhu Youruo as the comparative reading text, ten chapters of which were selected to be analyzed in terms of the translations of names, literary allusions, long and difficult sentences, the choice of language style together with the differences between complete translation and partial translation. Therefore, under the guidance of polysystem theory, the translation principles of different translations were analyzed, the cultural background of the original author was understood, and the translations influenced by the translator's own cultural background were realized, so as to cultivate students' tolerance to different cultures and improve their comprehensive cultural accomplishment.

When reading different translations of English literary masterpieces, the selected chapters were distributed to each group before class, and the students translated the group's task together through discussion. Before analyzing the translations in each class, different groups analyzed the sentence structure of the original English text and gave their own translations, and then the teacher gave the translations of different translators to help students figure out the translation strategies and work out the reasons for the choice of the strategy, finally the best translation among the groups were selected out. After class, the best translation was sent to every group for them to appreciate for consolidation.

After finishing the guided comparative reading of the chosen chapters of translation works, students of each group were required to choose the translated literary works independently, then find two different translators' versions, and use the translation theory to analyze.

(3) The final grade evaluation included: 60% of the final paper grade + 40% of the usual performance (10% of class attendance, 5% of pre-class preparation, 15% of class performance, 10% of homework).

### *C. The Feedback Phase of the Study*

The third phase lasted for three months, from February 2019 to April 2019, and aimed to find out whether the students in the experimental class have improved their level of appreciation of English literary works. After one academic year's teaching operation, the questionnaires mainly focused on such questions as "what is the role of

polysystem theory in College English teaching", "what is the role of polysystem theory in selecting English translation literary masterpieces", "whether translation theory plays a guiding role in appreciating and analyzing English translation literary masterpieces", and "whether reading English translation literary masterpieces improves students' cultural accomplishment", etc.

Besides, college English proficiency tests as the previous ones in the pre-preparation phase were used to test the experimental class and the contrasting class respectively, and data were collected to make a comprehensive comparative analysis of the learning effect and to compare whether the teaching effect of the experimental class was better than that of the contrasting class.

#### V. ANALYSIS AND CONCLUSIONS OF THE STUDY

Firstly, the study in the first phase indicated that there are many problems in reading English translated literary masterpieces for college students: passive reading of English translated literary masterpieces, lack of guidance during the process, and the lack of relevant translation theory. Therefore, this stage of study has proved that this study is necessary for non-English majors in universities.

Secondly, in the phase of teaching operation, a large number of reading analysis reports was collected. Through the analysis of these reports, it was found that 88% of the students in the experimental class can master what they have learned after teaching as well as the practice of comparative analysis of translated works, even though students had not been exposed to polysystem theory before; through questionnaire and group discussion, most of the students thought it is acceptable to integrate translation theory into college English teaching.

Thirdly, through the practice of the analysis of translated literary works, it was revealed that the students of the experimental class have made great progress in language competence, which was mainly reflected in the reading, analyzing and translating of the original English text. At the same time, through the analysis of the historical background of the author and translator of the works, they had a better understanding of Chinese culture and Western literature and culture, and enhanced their cross-cultural and multi-cultural awareness.

In the course of this study, the students in the contrasting class have made no improvement in choosing and evaluating translated works, and their linguistic competence and cultural accomplishment have also stagnated without much progress, which proves the necessity of this study from the opposite side.

#### VI. REFLECTIONS AND PROSPECTS FOR FOLLOW-UP STUDY

This study justified that through comparative reading of English literary classics, students' language ability, critical thinking ability, multicultural awareness and cultural accomplishment were improved under the guidance of translation theory. However, in the process of implementation, there also occurred three problems.

To begin with, in interviews and questionnaires, 13 of the students (28% of the total) mentioned that the introduction of polysystem theory into the appreciation of English translated literary masterpieces would lead to the excessive use of analytical and critical consciousness, which may lead to the loss of the significance of appreciating translated literary masterpieces. Over-enhancement of students' awareness of analysis and criticism makes it less significant to appreciate translated literary masterpieces.

Furthermore, although 56% of the students agree that translation theory should be used to guide students to appreciate English translation literary masterpieces, improve their cultural accomplishment and introduce it into college English teaching for non-English majors, there are still 16% of the students who still think that polysystem theory is too obscure to understand and can not play an effective guiding role in analyzing and appreciating English translation literary works.

Finally, there occurs the third problem that the students only use their knowledge consciously when they translate and analyze passages in intensive reading classes. There is little difference between the performance of the students in listening and speaking classes. Therefore, the improvement of the students' cultural accomplishment still has a long way to go, and the study will be a long-term process and requires further improvement.

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# Serial Verb Construction in Etulo

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**Abstract**—In languages, different criteria are often adopted in the classification of the verb category many of which are language specific or universal. Etulo makes a distinction between simple and complex predicates. This work discusses serial verb construction (SVC) as a type of complex predicate using the typological criteria proposed in Aikhenvald (2006). Etulo SVCs have diverse semantic and grammatical functions. They express benefactive, instrumental, comparative meaning, as well as prepositional and adverbial notions indicating direction using motion verbs. Different types of serial verb constructions (SVCs) are established: the symmetric vs asymmetric type, contiguous vs non-contiguous, and the optional vs obligatory type. The SVC is further distinguished from a similar multi-verb construction known as the consecutive construction.

**Index Terms**—complex predicate, serial verb, lexicalisation, Etulo

## I. INTRODUCTION

Verb serialization has long been typologically established as an areal feature of many West African languages, especially of Kwa, Benue Congo and Gur subgroups. It is equally attested in other language families like Oceanic and Australian. Etulo, (a West African language) is characterized by a rich class of serial verbs. Overtime, some of these verbs have become grammaticalized and lexicalized. The structure of this work is given as follows: § 1.2 provides some ethnolinguistic information on Etulo, §2.0 gives an overview of the typological characterization of SVCs. In §3 and 4, I discuss verb serialization in Etulo with emphasis on its functional properties and characterization. In §5 SVCs are classified into types. They are further distinguished from consecutive constructions in §6. This is followed by the conclusion in §7.

### **Ethnolinguistic information**

Etulo is classified as an Idomoid language of the Benue Congo subgroup of the Niger Congo language family. It is a minority language spoken in some parts of Benue and Taraba states in Nigeria. This study focuses on the variety spoken in the Etulo speech community of Buruku LGA in Benue state. It is relatively under described and has yet no generally accepted standard variety and orthography. The data used here are therefore represented using the International Phonetic Alphabet. Etulo coexists alongside some other languages like Tiv, Hausa, Idoma, Igede etc. which are all spoken in Benue state and are more dominant. Etulo native speakers are mostly bilingual.

## II. THE TYPOLOGICAL CRITERIA

Aikhenvald (2006) defines a serial verb construction as a sequence of verbs which act together as a single predicate, without an overt marker of co-ordination, subordination, or syntactic dependency of any other sort. SVCs describe what is conceptualised as a single event. This view of SVCs has come under criticisms by recent works of Baker and Harvey (2014) who view SVCs as being multi-predicational. They regard the conceptual structure of SVCs as one in which there are multiple events in a monoclausal construction. Supporting this view, Foley (2014) claims that SVCs are in no sense a unified phenomenon but rather express diverse types of event structures ranging from simple to multiple or much more complex events. Notwithstanding the divergent views, it is generally agreed that SVCs obligatorily involve a sequence of verbs occurring in a single clause.

I adopt here Aikhenvald (2006) typological framework for SVCs in which she proposes different parameters for the classification of SVCs. These parameters are based on the composition of the SVC components, contiguity vs non-contiguity of components and the wordhood of SVCs. On the basis of the composition of an SVC, a two way split is made between asymmetric and symmetric types. Symmetric SVCs involve verb combinations from an unrestricted semantic class and typically denote subevents following a temporal sequence. On the other hand, asymmetric SVCs involve components from both restricted and unrestricted classes and typically denote single events. The verb from the closed (restricted class) often functions as a modifier in its occurrence with the main verb.

Below are some typical characterizations of SVCs across the worlds' languages as summed up by Aikhenvald:

- Monoclausality
- A sequence of two or more contiguous or non-contiguous verbs in a clause
- Absence of any marker of syntactic dependency
- The individual verbs can function as independent verbs in simple clauses
- Shared tense, aspect, mood, modality, negation
- Verbs share a single subject
- Components of SVCs cannot be questioned separately

The ‘absence of any marker of syntactic dependency’ as a prototypical feature of SVCs can be problematic in some languages where there are other multi-verb structures such as consecutive, overlapping and even conjoined structures (existing alongside SVCs) that lack markers of syntactic dependency as well. This is evident in Goemai (a West Chadic language) in which syntactic dependency markers are absent in both SVCs and conjoined structures (cf Hellwig 2006). This is also observed in Etulo as briefly discussed in §6. Such languages therefore adopt other language internal means for distinguishing between SVCs and other multi-verb structures.

There are however, instances where individual languages with SVCs exhibit features that contradict a few of these prototypical features. In Ewe (a West African language), Ameka (2006) observes that although components of an SVC cannot be individually marked for propositional questions, they can be separately questioned using the content question strategy. In the following example from Ewe, the verbs *da* ‘cook’ and *du* ‘eat’ are separately questioned. To question a VP or happening requires the phrase *nu ka* ‘what’ and the function verb *wɔ* ‘do’.

1a) Nu ka wo - da nu - a kɔ wɔ  
 thing INTER 3SG-cook thing-DEF take do  
 ‘What did she cook the food and do?’

1b) Nu ka wo-wɔ du  
 thing INTER 3SG-do eat  
 ‘What did she do and eat?’

(Ameka, 2006, p.140)

In addition to this prototypical characterization of SVCs, individual languages may have additional criteria for identifying or characterizing SVCs which would differ from one language to the other. Serial verb constructions express several nuances of meaning which include (but are not restricted to) direction, manner, comparison, benefactivity, causation, and resultative meaning. From a cross-linguistic perspective, certain serial verbs like *take* and *give* are considered more common than others. Serial verb constructions in Etulo are examined in the light of the above typological characterization.

### III. VERB SERIALIZATION IN ETULO

In Etulo a SVC basically refers to verb series in a monoclausal structure that expresses unified or complex events which may be expressed by single verbs in many other languages. Most typical characterizations of SVCs across languages hold in Etulo in addition to its peculiar feature. SVCs generally comprise a minimum of two verbs in Etulo but could contain as many as three verb series or more especially in narrative contexts. The most frequently occurring serial verbs (attested in our data) include *kié* ‘take’, *nū* ‘give’, and directional motion verbs such as *kè*, *lúú* ‘go’, *wá*, *bā* ‘come’. Below is an example culled from a narrative which gives an elaborate description of the subevents involved in the overall event of returning from church to one’s home. Emphasis is on the main clause;

2) ní àdúà wá ñgē, ání kà tásê jìdó lú-bā údé  
 if church come finish 1SG:SUBJ FUT come out return go-come home  
 ‘If the mass ends, I will return home’

#### A. Functional Properties of SVCs

Serial verbs express a variety of meanings including benefactivity, instrumental (*kié* ‘take’), and comparative (*ɲà* ‘surpass’) meaning. They also express prepositional and adverbial notions indicating direction using motion verbs. Note that any of these verbs could serve as the sole predicate in a grammatical construction. The functional properties of SVCs are shown in the following examples:

##### 1. Benefactive meaning

The benefactive SVC is characterized by the verb *nu* ‘give’ as a benefactive marker. The indirect object benefits from the action of the subject NP.

3a) àdì gíá àfē òñí nū ání  
 PN buy book one give 1SG:OBJ  
 ‘Adi bought me one book’

3b) ónó ání bó íbó nū ání  
 mother 1SG pray prayer give 1SG:OBJ  
 ‘My mother prayed for me’

3c) éjì kìò ùnwógiē nù má  
 1PL:SUBJ do food give 3PL:OBJ  
 ‘We cooked for them’

##### 2. Instrumental meaning

This type of SVC is marked by the verb *kié* ‘take’. It denotes the manner or instrument with which an event or activity is carried out. In (4a) for instance, the event of frightening is achieved by the use of a snake.

4a) ani kie ifa le wo ma imio  
 1SG:SUBJ take snake PROG put 3PL:OBJ fear  
 ‘I am frightening them with a snake’

- 4b) adi kie mbue kɔ unwogie  
 PN take meat do food  
 ‘Adi cooked food with meat’

### 3. Accompaniment

This type of SVC indicates that the subject NP takes the object along to specific location.

- 5) ání kíé àfē kē ùmákárántá  
 1SG:SUBJ take book go school  
 ‘I went to school with a book’

### 4. Prepositional meaning (direction/motion)

This type of SVC is characterized by motion verbs that perform the grammatical function of prepositions. They mostly occur before nouns and indicate the direction in which an action takes place.

- 6a) àdì lè dó ésó bā m̀bí éjì  
 PN PROG send message come to 1PL:OBJ  
 ‘Adi is sending a message to us’
- 6b) ání lè dó ésó kē m̀bó má  
 1SG:SUBJ PROG send message go to 3PL:OBJ  
 ‘I am sending a message to them’

### 5. Adverbial meaning

SVCs are used to denote semantic notions encoded in other languages by adverbs such as *away*, *down* etc. The motion verb *lúú* ‘go’ functions as a modifier to the main verb.

- 7a) ínwúnô bùlù lú wà  
 bird fly go PERF  
 ‘The bird has flown away’
- 7b) àdì lé tsámú ání lú èsé  
 PN PROG push 1SG:OBJ go ground  
 ‘Adi is pushing me down’

### 6. Comparative and superlative meaning

Degree is expressed using the verb *ɲà* ‘surpass’. The position of the minor verb *ɲa* in relation to the main verb is post verbal. Example (8a) illustrates the use of *ɲa* as a comparative marker where it is preceded by the main verb *gígìè* ‘be sharp’. For the superlative construction, *ɲa* is used in combination with *dúú* ‘all’ (8b).

- 8a) èbà m̀gbī isèsé gígìè ɲà m̀gbī ání  
 knife POSS PN be sharp surpass POSS 1SG  
 ‘Isese’s knife is sharper than mine’
- 8b) èbà m̀gbī isèsé gígìè ɲà dúú  
 knife POSS PN be sharp surpass all  
 ‘Isese’s knife is the sharpest’

### 7. Completive meaning

The verb of completion *ngíé* ‘finish’ pairs with many verbs in SVCs to indicate the completion of an event. It shares same temporal values with the main verb. Consider the following examples:

- 9a) àdì g̀ìè ùnwóg̀tē ngíé plé  
 PN eat food finish early  
 ‘Adi finished eating on time’
- 9b) àdì g̀íé ùnwóg̀tē ngíé wà  
 PN eat food finish PERF  
 ‘Adi has finished eating’

## B. SVCs and Grammaticalization

There are two Etulo verbs that seem to be on a grammaticalization path; the speech verb, *gběē* ‘say’ and the motion verb, *kē* ‘go’. The use of verb ‘say’ as a complementizer in many West African languages is a relatively common pattern (see Lord 1993, Aikhenvald 2006). It has been the practice of some linguists to analyse this verb as a SVC or as a grammaticalized verb depending on the language (cf. Yeung 2003, Matthew 2006). In Etulo complement clause, the verb *gběē* ‘say’ functions as a complementizer with a restricted number of predicates such as *jé* ‘know’, *fó* ‘hear’, *dí* ‘see’ and in copula constructions. Apparently, it has been desemanticized (having lost its original meaning as a speech verb) and now assumes the grammatical function of introducing a clause. It is analysed here as a complementizer rather than a component of a SVC partly because its occurrence and grammatical function is not restricted to ‘superficial’ SVCs. In (10a) and (10b), one observes that the verb *gběē* ‘say’ co-occurs with the stative verbs *jé* ‘know’ and *fó* ‘hear’ in constructions that seem like SVCs. In contrast, *gběē* occurs in a copula construction where its function as a complementizer is retained (see 10c). In all instances of its occurrence, the original meaning is lost. Unlike the complementizer *gběē*, the motion verb *ke* ‘go’ largely retains its original meaning in SVCs. It tends to function in such

contexts as a directional marker (see 11a and 11b).<sup>1</sup> Examples:

- 10a) *ɪ̀nà̀nì jé gbě̀ē ò kà bā*  
 PN know COMP 3SG FUT come  
 ‘Inyani knows that she will come’
- 10b) *ánì fò gbě̀ē á nwō àdì*  
 1SG:SUBJ hear COMP 3PL:SUBJ kill PN  
 ‘I heard that they killed Adi’
- 10c) *ítíngā m̀gbí ánì lí ikíé gbě̀ē ó kwúlúū*  
 anger POSS 1SG COP COMP COMP 3SG:SUBJ die  
 ‘My anger is that he died’
- 11a) *àdì gbó ɪ̀nà̀nì kè íkwóngiè*  
 PN beat PN go death  
 ‘Adi beat Inyani to death’
- 11b) *àdì lí kíé ònwé mà kè ùmákárántá*  
 PN HAB take child the go school  
 ‘Adi takes the child to school every day’

#### IV. CHARACTERIZATION OF SVCs

Most of the typological features of SVCs articulated in Aikhenvald (2006) are attested in Etulo. They are discussed in the subsequent sections.

##### A. Monoclausality

SVCs in Etulo constitute a single clause with no marker of syntactic dependency. This however does not seem to be a peculiar feature of Etulo SVCs. With SVCs, the insertion of such marker of syntactic dependency as illustrated in examples (12a) - (12c) yields ungrammatical sentences.<sup>2</sup> Even though an Etulo SVC may be defined in terms of monoclausality and the absence of a syntactic dependency marker, such characterization is not restricted to SVCs but may be extended to include a subset of consecutive constructions (see §6.0). In addition to the presence vs absence of a syntactic dependency marker, other distinctive parameters for distinguishing between both constructions are required.

- 12a) ?? *á kīē údzà dí lè nū m̀kpà*  
 3PL:SUBJ take money CORD PROG give credit  
 ‘They are lending money’
- 12b) \* *àdì tá élá dí wó éjì*  
 PN scream voice CORD put 1PL:OBJ  
 ‘Adi screamed at us’
- 12c) ?? *àdì kíé ánì údzà dí tsé òpà lúū*  
 PN take 1SG:POSS money CORD run race go  
 ‘Adi ran away with my money’

##### B. Argument Sharing

Argument sharing is a core feature of Etulo serial verbs. Both subject and object arguments may be shared. While subject sharing is applicable to both transitive and intransitive verbs, object sharing is restricted to transitive verbs.

###### 1. Subject sharing

Subject sharing seems to be the most common form of argument sharing in Etulo. In a SVC, the verbs (whether transitive or intransitive) obligatorily share the same subject. This is illustrated with the serial verbs in (13a) and (13b).

- 13a) *àdì kíkíè lú wà*  
 PN walk go PERF  
 ‘Adi has walked away’
- 13b) *ánì kà tásé jìdó lú-bā údé*

<sup>1</sup> Note that the use of *kè* is not required in its causative counterpart. Compare the two examples below:

- i) *ánì nū àdì gbó isèsé kè íkwóngiè*  
 1SG:SUBJ make PN beat PN go death  
 ‘I made Adi beat Isese to death’
- ii) *ánì nū àdì gbó-nwō isèsé*  
 1SG:SUBJ make PN beat-kill PN  
 ‘I made Adi kill Isese’

The grammaticalization of *kè* is more evident in some compound verbs where its function shifts from denoting direction to indicating a location or position. Examples: *wókè* ‘put in’, *lákè* ‘lie on’. In these examples, the motion verb *kè* ‘go’ functions as a locative (has a prepositional meaning) and seems to have no direct semantic link with its original meaning.

<sup>2</sup> The double question mark is used in examples (12a and 12c) to specify that though the constructions do not pass as SVCs, they may possibly receive a consecutive or coordinate interpretation. For instance, (12c) would be interpreted as *Adi took my money and ran away* rather than *Adi ran away with my money*. The first interpretation indicates that the verb series express two different but sequential events while the second interpretation gives the verb series a unified meaning.

1SG:SUBJ FUT come out return go-come home  
 'I will return home'

### 2. Object sharing (Same subject-same object)

Object sharing is a feature of some transitive verbs in SVCs. In (14a) for instance, the verbs *kie* 'take' and *fue* 'sprinkle' share the object argument *eni* 'water'. This is replicated in (14b).

14a) isèsé kíé èni lè fúé  
 PN take water PROG sprinkle  
 'Isese is sprinkling water'

14b) ñ kà kíé fàwá àfè mgbí ámá  
 1SG:SUBJ FUT take tear cloth of them  
 'I will tear their clothes'

### 3. Arguments and switch function

A possible instance of switch function, where the perceived object of  $V_1$  is interpreted as the subject of the  $V_2$  is exemplified in (15)<sup>3</sup>. Here, two sub events are identified; *push* and *open*, where the object of the verb *tsámú* 'push' functions syntactically as the subject of the  $V_2$  *kwùlúú* 'open'. Note that  $V_2$  is intransitive in non SVCs as in *afè kwuluu* 'The door opened'. Core arguments are not morphologically marked in Etulo, but rather specified by constituent order.

15) ó tsámú òfè kwùlúú  
 3SG:SUBJ push door open  
 'He pushed the door open'

### C. SVC Components as Independent Verbs

A SVC is basically made up of individual verbs which function independently as sole predicates in a clause. I illustrate below the use of the simple predicates *kie* 'take' and *gia* 'buy' as sole predicates in (16a-16b) and as a complex predicate in (16c).

16a) àdi kíé ànwúntò mgbí ání  
 PN take cloth POSS 1SG  
 'Adi took my cloth'

16b) àdi gíá ànwúntò  
 PN buy cloth  
 'Adi bought a cloth'

16c) àdi lí kíé ànwúntò mgbán gā  
 PN HAB take cloth POSS:3SG sell  
 'Adi sells his clothes'

### D. Shared Negation

Components of a SVC are not negated individually. Negation is marked once by the post sentential negation particle *ba* and it has scope over all verbs in a SVC. Example:

17) isèsé kà kíé èni fúé èsé bá  
 PN FUT take water sprinkle floor NEG  
 'Isese will not sprinkle water on the floor'

### E. Shared Tense-aspect Values

Verb components of Etulo SVCs share the same tense aspect values. The preverbal or postverbal particles (the future *ka*, progressive *le*, habitual *li* and perfect *wa*) that express tense-aspect are single marked (they occur just once in a SVC) and have scope over all verb series. Each of these particles has its peculiar distribution or occurrence pattern in relation to  $V_1$  and  $V_2$  (verb series).

The future morpheme *ka* is linked to the first verb in a verb series. If on the other hand, the future marker directly precedes  $V_2$ , there is a change in meaning. In the latter case, the construction changes from a SVC to a consecutive construction. In (18a), the future marker precedes  $V_1$  (*gia* 'buy') and has scope over the whole construction. In (18b) where it directly precedes  $V_2$  (*nu* 'give'), the first verb ( $V_1$ ) receives a past interpretation, thereby restricting the scope of the future morpheme to  $V_2$ .

18a) àdi kà gíá àfè nù ání  
 PN FUT buy book give 1SG  
 'Adi will buy me a book'

18b) àdi gíá àfè ká nù ání

<sup>3</sup> a) In Etulo, the causative construction may pass as an example of switch function, whereby the object of  $V_1$  (causative verb) functions as the subject of  $V_2$  (main verb) as in *àdi nù ání mà àkwá* 'Adi made me cry'. The causative is formed by the causative verb *nù* and the main verb.

b) The stative form of the dynamic verb *kwùlúú* 'open' is realized by the stative verb *la* 'lie/lay' and the adjective *ásísá* 'open'. Thus one can say *ònúfè lá ásisá* 'The door is open'.

PN buy book FUT give 1SG

‘Adi bought a book and will give me/Adi bought a book to give me’

In both symmetric and asymmetric SVCs, the habitual morpheme *lí* can only be linked to the first verb (19a). Ungrammatical constructions are realized when it is directly followed by the second verb in a verb series as illustrated in (19b).

19a) àdi lí kíé ànwúntò mgbán gā  
PN HAB take cloth POSS:3SG sell

‘Adi sells his clothes’

19b) \*àdi kíé ànwúntò mgbán lí gā  
PN take cloth POSS:3SG HAB sell

‘Adi sells his clothes’

For the progressive, the preverbal particle *le* directly precedes the main verb in some asymmetric SVCs especially directional SVCs (see 20a). With comparative (asymmetric) and most symmetric SVCs, it may directly precede either one of the verbs (see 20b and 20c)<sup>4</sup>.

20a) inwúnô lé bùlù lúū  
bird PROG fly go

‘The bird is flying away’

20b) àdi lè kíé ànwúntò mgbán gā  
PN PROG take cloth POSS:3SG sell

‘Adi is selling his clothes’

20c) àdi kíé ànwúntò mgbán lè gā  
PN take cloth POSS:3SG PROG sell

‘Adi is selling his clothes’

The perfect marker occurs in the sentence final position of any SVC and has scope over the entire construction. Any change in its position of occurrence yields ungrammatical constructions (see 21a and 21b).

21a) á kīē ànwúntò ñtónê fāwá wà  
3PL:SUBJ take cloth these tear PERF

‘They have torn these clothes’

21b) \*á kīē ànwúntò ñtónê wà fāwá  
3PL:SUBJ take cloth these PERF tear

‘They have torn these clothes’

SVCs occur with all existing TA categories and in all moods without restrictions. In English for instance, an imperative construction such as *go eat* seems like a SVC at the surface level. However, one readily observes that such constructions are restricted to the imperative mood. Thus one cannot possibly say *I went ate*. Such restrictions are not characteristic of SVCs in Etulo and in languages where they occur. No temporal or aspectual contrast has been observed in Etulo SVCs in relation to different verb components. Serial verbs basically share the same TA values in constructions. The reverse is the case in languages like Ewe where in addition to being marked for the same categories, components of an SVC (VPs) can also be marked for different categories on the ground of semantic compatibility (see Ameka 2006).

For non-finite constructions (like the infinitive), the nominalising low tone prefix always attaches to the first verb in both symmetric and asymmetric SVCs. Examples:

22a) inwúnó nâ miná ò-bùlù lúū  
bird that want PREF-fly go

‘That bird want to fly away’

22b) àdí miná ò-kíé ànwúntò mgbán gā  
PN want PREF-take cloth POSS:3SG sell

‘Adi wants to sell his cloth’

The distribution pattern of the tense-aspect markers is summarized in the table below:

TABLE I

Tense aspect values	Pattern of occurrence	
future - ka	linked to the first verb (SVC)	linked to the second verb (consecutive)
habitual- li	linked to the first verb	linked to the second verb (ungrammatical)
progressive - le	precedes the main verb in most asymmetric SVCs	precedes either of the verbs in some symmetric SVCs
perfect - wa	post sentential – preceded by all SVC components	

## V. SVC TYPES

<sup>4</sup> Concordant marking using the progressive morpheme (having the progressive morpheme precede each verb in an SVC) seems possible in Etulo but unnatural. A construction such as *a kie ikinakpa le tse ə̀ə̀* ‘They are drying maize’ is natural and preferred over *a le kie ikinakpa le tse ə̀ə̀*.

SVCs are classified into different types using formal criteria such as composition, and contiguity. On the basis of the composition of an SVC, a two way split is made between asymmetric and symmetric types. Under the contiguity, a distinction is made between the contiguous and non-contiguous types. In Etulo, I make an additional distinction between the optional and obligatory SVCs. These SVC types are discussed in the subsequent sections.

#### A. Asymmetric and Symmetric Divide

Asymmetric SVCs in Etulo encode mostly single events expressed by a verb (main verb) which is further modified by another verb (minor verb). The minor verb specifies direction, comparison, benefactivity and instrumental role. Verbs that often occupy the minor slot in an asymmetric SVC include motion verbs (*lúū*, *kè* 'go', *bá*, *wá*, 'come', *dzítá* 'leave'), *nū* 'give' (benefactive), *ḡà* 'surpass' (comparative), *kié* 'take/carry' (instrumental) etc. A peculiar feature of this closed set of verbs is their capacity to co-occur with a wide range of major verbs in the asymmetric context, functioning as modifiers. Some of these modifying verbs occur following a fixed order; *lúū* and *ḡà* always follow the main verb while *kié* may occur as the first element in an asymmetric verb series. The transitivity value of the minor verb corresponds to that of the main verb but this is not always the case. There are instances in which components of an SVC have different transitivity values. Though the verb series of an asymmetric SVC may have different transitivity values, it is the transitive feature of the main verb that determines the transitivity value of the SVC as a whole. In (23) the main verb *giá* 'buy' is modified by the minor verb *nu* 'give' for a benefactive meaning. Both verbs have transitive values. Example (24) illustrates the co-occurrence of the major verb *kié* 'carry' (transitive) and the motion verb *lúū* 'go' (intransitive) which functions as a modifier indicating direction; its transitive meaning stems from the main verb. In (25) one observes a combination of an intransitive main verb *tsé* 'run' and the transitive minor verb *ḡà* 'surpass' where the latter indicates comparison. The construction is however intransitive as a result of the point made earlier i.e. that the transitivity value of an asymmetric SVC is derived from that of the main verb. The foregoing reasserts the view that verbs do not necessarily retain their original transitivity status when they form an SVC. A strict categorization of main and minor verbs as obligatory occupants of the first and second verb slots following a particular order does not seem to apply in Etulo. Thus, a main or minor verb could occur either as the first or second element in an asymmetric SVC. Observe that *kie* which is the main verb in (24) appears as the V<sub>1</sub> while *nu* 'give' which is the main verb in (26) occurs as V<sub>2</sub>. What seems obvious is that certain verbs are more likely to occur as the first element than the second element and vice versa. Additionally, this possibility is not triggered by their function as main or minor verbs. Note that some of these minor verbs do not always function as modifiers in an SVC.

23) àdì giá àfē ónī nū ání  
PN buy book one give 1SG  
'Adi bought me one book'

24) àdì kié itsè mà lú ódzū  
PN carry chair the go house  
'Adi carried the chair to the house'

25) àdì lí tsé ḡḡà ḡà ḡḡàní  
PN HAB run race surpass PN  
'Adi runs faster than Inyani'

26) á kīē údzà lé nū m̀kpà  
3PL:SUBJ take money PROG give credit  
'They are lending money'

Symmetric SVCs encode more complex events that comprise sub events which occur sequentially and are semantically or pragmatically linked together. The components of a symmetric SVC come from an unrestricted class and have an equal status. To the class of symmetric SVC used to belong, a set of verbs that are now synchronically v+v compounds. Such verbs include *m̀à-dzé* 'reduce', *gbó-nwō* 'kill (beat to death)', *tsé-nwō* 'kill (hit to death)'. Some of these verbs denote manner (cause-effect) as exemplified in (27) where V<sub>1</sub> *tsé* 'hit' encodes causation and V<sub>2</sub> *nwō* 'kill' the result or effect of the event of hitting. Other symmetric verbs denote two consecutive aspects of an event as in (28), where the verbs *nū* and *kẁlésé* mean 'stop'. These verb series may as well be reinterpreted as in a causative construction. Components of symmetric SVCs can both be contiguous or non-contiguous, and often share the same transitivity value. Such SVCs in Etulo might perhaps be in the process of lexicalization considering their idiomatic inclinations in some contexts. Take for instance the idiomatic meaning of the SVC *àdì gbó ábō nū isèsé* 'Adi begged Isese' which has the literal interpretation 'Adi clap hand give Isese/Adi clapped for Isese'. These serial verbs mostly share the same subject but not always the same object. Consider the following examples:

27) àdì tsé-nwō isèsé  
PN hit-kill PN  
'Adi killed Isese'

28) ání nū má kẁlésé  
1SG:SUBJ make 3PL:OBJ stop  
'I stopped them/ I made them stop'

29) á kīē ikínākpà lè tsé ònò  
3PL:SUBJ take maize PROG spread sun



‘They are drying the maize’

### B. Optional and Obligatory SVCs

There are many instances of optional and obligatory SVCs in Etulo especially with *kié* ‘take’ and other verbs like *nū* ‘give’. The verb *kié* functions both as a main and minor verb in different semantic contexts and always occupies the first verb slot in SVCs while *nu* occupies the final verb slot. The term optional SVC is used here for constructions in which the use of verb series is not obligatory. One observes the optional occurrence of *kié* ‘take’ in (30a). Its deletion in (30b) does not affect the meaning of the main verb *fúé* ‘sprinkle’. The native speakers do not seem to perceive any semantic difference between both constructions. In the words of my informants, sentence (30b) is a shorter way of saying (30a). From a pragmatic point of view, however, it could be that the co-occurrence of the minor verb *kié* with *fúé* indicates an elaborate breakdown or description of the event of sprinkling which involves first the subevent of taking (scooping) water and then sprinkling it. This can equally account for the optional co-occurrence of *kié* with *nū* in (31a and 31b). In contrast, the omission of the verb *kié* in (32b) changes the meaning from ‘sell’ to ‘buy’. The co-occurrence of *kié* with *giá* in an SVC is therefore obligatory for the realization of the verb *sell* (see 32a). The combination of *gbó ábô* ‘clap hand’ and *nū* ‘give’ in (33) realizes the idiomatic meaning *beg* which can be re-interpreted as clap if one of the serial verbs (*nū* ‘give’) is deleted.

- 30a) *ń kà kié èni fúé*  
1SG:SUBJ FUT take water sprinkle  
‘I will sprinkle water’
- 30b) *ń kà fúé èni*  
1SG:SUBJ FUT sprinkle water  
‘I will sprinkle water’
- 31a) *á kīē údzà lé nū m̀kpà*  
3PL:SUBJ take money PROG give credit  
‘They are lending money’
- 31b) *á lē nū m̀kpà údzà*  
3PL:SUBJ PROG give credit money  
‘They are lending money’
- 32a) *àdi kié ángwó gīā*  
PN take yam sell  
‘Adi sold yam’
- 32b) *àdi giá ángwó*  
PN buy yam  
‘Adi bought yams’
- 33) *àdi lè gbó ábô nū isèsé*  
PN PROG clap hand give PN  
‘Adi is begging Isese’

### C. Contiguity and Wordhood

The components of an SVC in Etulo could be contiguous or non-contiguous. Contiguous SVCs allow a direct juxtaposition of serial verbs. The reverse is the case for non-contiguous SVCs. With the exception of lexicalized serial verbs (now compounds) which comprise one grammatical word (made up of two phonological words), Etulo SVCs comprise multiple words. They may be separated by other constituents such as prepositions, direct objects, complements etc. Example (34) illustrates two identical SVCs that involve different positioning of the serial verbs. In sentence (34a), the SVC comprises two verbs *kié* ‘take’ and *fàwá* ‘tear’ which are contiguous. In (34b), these same verbs are separated by the direct object *ànwúntò* ‘cloth’ and are therefore, non-contiguous. The contiguity of serial verbs in such cases is relatively optional. In example (35a) however, the non-contiguity of the serial verbs *tá* ‘scream’ and *wó* ‘put’ is obligatory. Both verbs are separated by the nominal complement *élá* ‘voice’. The direct juxtaposition of both verbs results in ungrammaticality (35b).

- 34a) *á kīē fàwá ànwúntò ǹtónê wà*  
3PL:SUBJ take tear cloth these PERF  
‘They have torn these clothes’
- 34b) *á kīē ànwúntò ǹtónê fàwá wà*  
3PL:SUBJ take cloth these tear PERF  
‘They have torn these clothes’
- 35a) *á tā élá wó éjì*  
3PL:SUBJ scream voice put 1PL:OBJ  
‘They screamed at us’
- 35b) \* *á tā wó élá éjì*  
3PL:SUBJ scream put voice 1PL:OBJ  
‘They screamed at us’

## VI. DIFFERENTIATING SVCs FROM CONSECUTIVE CONSTRUCTIONS

In many verb serialising languages of West Africa such as Igbo, Ewe, Akan, a group of roughly similar constructions which involve the occurrence of verb sequences in a single clause are common place. Aikhenvald (2008) adopts the term multi-verb construction an umbrella term for such constructions. They include serial verb constructions, consecutive, and overlapping constructions. Two forms of multi-verb constructions are identified in Etulo; the consecutive and serial verb constructions. Basically, consecutive constructions involve two or more verbs that express related events which may occur in succession or simultaneously, while serial verb constructions involve a sequence of verbs that may jointly serve as a single predicate or denote a unified or related phases of an event. The consecutive constructions of (36a) and (36b) express a series of related events that occur sequentially such as steal-run and fetch-wash.

36a) àdì jí úmí ánî údzà dí kíé tsé òhà lúū  
PN steal theft ISG:POSS money CORD take run race go

‘Adi stole my money and ran away’

36b) ábù mùà èni nwù íné wà  
2SG:SUBJ fetch water wash face PERF

‘You have fetched water and washed your face’

Both construction types share a lot of similarities which can be somewhat misleading. They have in common the sequential occurrence of two or more verbs in a single clause, shared arguments, and shared temporal values. They however differ in several ways. One of the major distinctions made between the consecutive and serial verb constructions in Etulo is instantiated by the optional occurrence of a linking element or connector *dí* in some consecutive constructions (37a-b). On the contrary, such linking element is obligatorily absent in SVCs (38a-b). Other points of differentiation are derived from the inherent nature of the event expressed by both constructions, and the optionality of single vs concordant marking of tense-aspect values. Consider the following examples:

37a) àdì jí úmí ánî údzà (dí) kíé tsé òhà lúū  
PN steal theft ISG:POSS money CORD take run race go

‘Adi stole my money and ran away’

37b) á kà gíé ùnwógīē (dí) ná únâ  
3PL:SUBJ FUT eat food CORD sleep sleep

‘They will eat and sleep’

38a) àdì tá élà wó éjì  
PN scream voice put 1PL:OBJ

‘Adi screamed at us’

37b) \*àdì tá élà dí wó éjì  
PN scream voice CORD put 1PL:OBJ

‘Adi screamed at us’

Unlike SVCs for which tense-aspect values are obligatorily shared, verb series in a consecutive construction may have the same or different temporal/aspectual values. In (39a), the future marker *ka* precedes  $V_1$  (kíé ‘take’) and has scope over the whole SVC. In the consecutive construction of (39b) where the future marker directly precedes  $V_2$  (fúé ‘sprinkle’) the first verb ( $V_1$ ) receives a past interpretation, thereby restricting the scope of the future morpheme to  $V_2$ .

39a) isèsé kà kíé èni fúé  
PN FUT take water sprinkle

‘Isese will sprinkle water’

39b) isèsé kíé èni kà fúé  
PN take water FUT sprinkle

‘Isese took water to sprinkle’

Lit: ‘Adi took water and will sprinkle’

SVCs allow only the single marking of tense-aspect values as in (40). On the contrary, the consecutive construction allows both the single and concordant marking of tense aspect values. In (40b) for instance, the concordant marking with the progressive marker *le* is optional.

40a) àdì lé bùlù lúū 40b) \*àdì lé bùlù lè lúū  
PN PROG fly go PN PROG fly PROG go

‘Adi is flying away’

‘Adi is flying away’

41) àdì lè gbónwó (lè) kíé wókē ígbé  
PN PROG beat-kill PROG take put in bag

‘Adi is killing and putting inside a bag’

The similarities and differences of multi-verb constructions are further summarized in the table below:

TABLE II

Features	Consecutive	SVCs
shared argument (subject)	Yes	Yes
monoclausal interpretation	Yes	Yes
Marker(s) of syntactic dependency	(optional)	No
Shared temporal frame	possible	Yes
Single marking of tense-aspect	Yes (optional)	Yes
Express a unified event	No	Yes
Individual verbs can function as independent verbs in simple clauses (in same form)	Yes	Yes

## VII. CONCLUSION

The serial verb construction is clearly a productive grammatical device in Etulo which expresses a variety of semantic notions. Some of its semantic functions make up for the paucity of other grammatical categories in Etulo. In many ways, the identified features of SVCs in Etulo correspond with the cross linguistic characterization of SVCs. The functional motivation for the common occurrence of SVCs in Etulo is partly tied to the need of speakers to relay events which are considered closely related for pragmatic or cultural reasons. Some symmetric SVCs comprise verb sequences that realise an idiomatic meaning rather than unified or related sub events. This may be attributed to the grammatical process of lexicalisation. Further investigation is required in the characterization of Etulo SVCs in the area of grammaticalisation and lexicalisation, argument structure of SVCs, the motivation for the occurrence of optional SVCs in Etulo, the distinction between SVCs and other multi-verb constructions amongst others.

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# A Strategy for English Reading Teaching—Based on Vocabulary, Grammar and Logic

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**Abstract**—"English Reading" is a professional compulsory course combining theory with practice. This course covers English language knowledge, culture and literature knowledge, national knowledge, cross-cultural communication knowledge, basic knowledge of humanities, social sciences and natural sciences, etc., aiming to improve students' reading efficiency and ability to obtain main information, especially text appreciation, rhetoric and critical thinking ability. The task of the lesson is to cultivate students' ability of discourse analysis, semantic appreciation, logical thinking, independent thinking and proficient communication, so as to make them become "application-oriented talents" of high-quality and with innovative consciousness and creative ability". The study aimed to correlate the reading comprehension of English linguistic students, then inform some pedagogical implications for the teaching of reading comprehension (Cuc Thi Kim Pham, 2017). Through the data analysis of an authoritative reading test officially organized by the university, the author found that a large proportion of students in sophomore year failed to perform well in the test and did not demonstrate excellent reading skills. The reasons are as follows: firstly, the "teacher-led role" is neglected in reading teaching; Secondly, students ignore discourse analysis in reading; thirdly, the students' understanding of vocabulary is limited to the meaning of completely equivalent Chinese; Fourth: Grammatical awareness is not strong. The author finds out the problems that students have in reading, and combines relevant cases to conduct in-depth discussions on these issues.

**Index Terms**—reading comprehension, teacher-led, vocabulary, grammar, logic

## I. A NEW PERSPECTIVE OF "ENGLISH READING": THE TASK AND FUNCTION

English reading is a professional compulsory course combining theory with practice. As the new era puts forward higher requirements for us, as teachers, we should guide students to change the learning methods of reading lessons in the past. They should not only focus on vocabulary, grammar, but also pay attention to the overall structure of the article, the logical connection between paragraphs, and the denotative and connotative meaning of words and lines, and moreover the rhetoric and idiom expressions should not be neglected either.

It is important for students to pay attention to the connection between the topic sentence of the development of paragraph, the connection between the central idea of the article and macroscopic framework of paragraph expansion and text construction, and the argument relationship between the details and the subject. Most importantly, social value implied behind the author's language should be noticed. Thus, English reading course could authentically be a transitional stage for students' cognitive progress.

Reading plays an important role in the process of language learning and in the modern society, teachers can apply the multimedia technology to assist the reading instruction (Liming Han, 2010). "Syllabus for English Majors in Colleges and Universities" points out that the purpose of English reading lesson is to cultivate students' English reading comprehension ability and improve students' reading speed; to cultivate students' ability to meticulously observe language and improve their ability of analytical thinking, induction, reasoning and other logical thinking skills; Therefore, textbooks should use a wide range of reading materials to provide students with a wide range of language and cultural materials to expand the students' knowledge and enhance their English language sense and students' interest in learning (XueMei Duan, Li-Hua Song, 2007). The extensive reading course requires students to read a lot, so the guiding role of the teacher becomes very important, which is not only reflected in the guidance of teachers on the structure of knowledge and the guidance of classroom activities, but also includes teacher's guiding students how to choose extracurricular reading materials in order to effectively cultivate their reading interest, expand their vocabulary and so on.

## II. DATA ANALYSIS OF STUDENTS' ENGLISH READING ABILITY

The first semester of the 2018-2019 school year, from 14:45 to 16:45 on January 8, 2019, the sophomore students of the School of Foreign Languages, Sichuan University of Science & Engineering, conducted an examination of English reading, which was officially organized by the university. The relevant information of the test papers is as follows:

### Principles of English Reading Test

The test papers are divided into four sections: basic knowledge, basic reading theory, theoretical application, and expanding ability. The focus and score ratio of each section of the test paper is:

- *Fill in the blanks with the correct forms of the given words. (20%)*

This section examines the basic knowledge of students, with a focus on basic grammar knowledge, vocabulary knowledge, and the use of fixed phrases.

- *Synonyms and Lexical Substitution (10%)*

The detail is that in each of the following sentences, there is one underlined word, and students should decide which of the four meanings can replace the underlined word and fits the sentence best. This section examines students' ability of vocabulary replacement and the ability to use synonyms, which can test students' vocabulary levels and their ability to use English vocabulary.

- *Reading Comprehension (40%)*

This section consists of four passages and twenty questions, most of which is to test whether the students can analyze the logic of the articles and get the correct understanding. This section examines the basic ability of the student's paragraph extension, the ability to master the topic sentence of a paragraph; examine whether the student can quickly obtain useful information in the text.

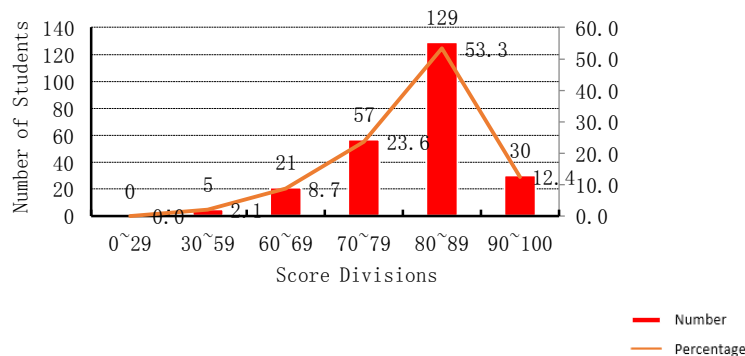
- *Translation (30%)*

This section mainly examines the students' mastery of the content of the articles they have learned, as well as the students' language output ability, and examines whether they can grasp the key information of the article.

In total, 242 sophomores took the exam and the result of the exam is shown below:

TABLE I  
RESULT OF THE EXAM

Score Divisions	0~29	30~59	60~69	70~79	80~89	90~100	The highest	The lowest	Average
Number	0	5	21	57	129	30	96	46	80.9
percentage	0.0	2.1	8.7	23.6	53.3	12.4			



The analysis of the results of the reading test of the whole grade is as follows:

- Overall performance status: the analysis of students' test performance is shown in the figure above, showing a normal distribution of performance; That is to say, the average score of 80-89 accounts for the majority, while the rest of the scores decrease successively to both sides, among which the underachieving students accounted for 34 percent of the total.
- The author checks the papers of 34% of the students and finds that a large proportion of these students have lower scores in the vocabulary and reading comprehension, reflecting that the students are not well versed in the understanding of words in specific contexts, and that they cannot analyze clearly the logic of the articles so as to get the correct understanding, to master the topic sentence of a paragraph, and to obtain useful information in the text. Furthermore, they did not score high in the "speed reading" part, and a few students did poorly in this part, indicating that students need to further strengthen the text understanding and important grammar, so as to improve the effectiveness of information input in reading.
- It reflects the problem of teachers' teaching: teachers seldom explain reading methods and skills in teaching, fail to allow students to carry out a lot of discourse analysis due to the limitation of class time, which makes the lesson lack of effective teacher-led guidance.

### III. THE BALANCE BETWEEN ENGLISH TEACHERS' "LEADING ROLE" AND STUDENTS' "SUBJECT STATUS"

Compared with other subjects, the particularity of English learning determines that English classroom teaching should pay more attention to students' independent practice, that is, students' "subject status".

However, the content of English reading texts involves all aspects of social life; and at the same time, the styles are diverse, including profound literary works, practical expository articles, news and advertisements, excellent narrative works and logical argumentative articles, which are all-inclusive and cover a wide range of knowledge. This requires teachers to have a wide range of life experience and adequate knowledge reserves, and play a "leading" role in the

English reading class, because if separated from the teacher's leading role, the student's "subject status" will be restrained: compared with teachers, the cognitive structure of students is relatively weak, and the acquisition of important knowledge is not targeted, so in the face of a large and extensive knowledge system, it is easy for students to get "selective loss" (Zhao Ye, 2010). Then what does the teachers' "Leading Role" mean? The next part serves as case studies to show the function of a teacher in English reading class.

#### IV. CASE STUDIES OF ENGLISH READING TEACHING

##### A. Case Study 1: Teacher's Leading in Students' Grammar Learning

In the book "Reading Course" (second edition), edited by Weidong Dai, there is a short passage like this:

UN peacekeeping operations are not an enforcement tool. However they may use force at the tactical level, with the authorization of the Security Council, if acting in self-defense and defense of the mandate. In certain volatile situations, the Security Council has given UN peacekeeping operations "robust" mandates authorizing them to "use all necessary means" to deter forceful attempts to disrupt the political process, protect civilians under imminent threat of physical attack and/or assist the national authorities in maintaining law and order. Although on the ground they may sometimes appear similar, robust peacekeeping should not be confused with peace enforcement, as envisaged under Chapter VII of the United Nations Charter.

And then there is a question about the passage:

Question: The passage suggests that robust peacekeeping can use all necessary means for all the following purposes EXCEPT for?

- A. protecting civilians
- B. maintaining law and order
- C. disrupting the political process

Most of my students just get confused by this question, because they think that all of the three choices are right the purpose of "use all necessary means". The reason why they cannot make a right choice is that they do not understand the relationship between "to deter..." and "to disrupt...". They mistakenly think "to disrupt..." is adverbs of purpose, but actually "to deter forceful attempts" is the adverbs of purpose of the sentence, and "to disrupt the political process" is just a modifier, an attribute, of the noun "attempts". That is to say, the purpose of "use all necessary means" is to deter "disrupt the political process", instead of to "disrupt the political process".

Then from a theoretic level, the teacher should let the students know one important principle in reading English article, especially when facing the difficult and long sentences, which is the relationship between the modifiers and the being-modified. Actually, in English there are and only are two sentence structures--the first: (subject) + predicate-verb + (object); the second: subject + link-verb + predicative. And all of the other sentence constituents are just the modifiers. With such principle in their mind, the students will find the difficult and long sentences in English reading is not a big problem. For example, in an article "American Dream" whose author is Ina Corinne Brown, there is a very difficult and long sentence shown in italic as follows:

To Americans, industriousness, thrift, and ambition are positive values. We encourage our children to be competitive, to get ahead, to make money, to acquire possessions. In games and in business alike the aim is to win the game, the trophy, the contract. We go in for labor-saving devices, gadgets, speed, and short-cuts. We think every young couple should set up a home of their own, and we pity the couple who must share their home with a parent, let alone with other relatives. *Actually, of course, not all Americans hold all these values, and those who do may hold other, and at times contradictory, values that affect their ways of behaving.* In the main, however, the collective expectation of our society is that these are desirable goals, and the individual, whatever his personal inclination, is under considerable pressure to conform.

As for the sentence in italic, most of my students do not even know the sentence constituents, not to mention the meaning, the reason of which lies in the lack of grammar knowledge. When students are facing such long and difficult sentence in reading, the teacher should guide the students to analyze the sentence structure with the grammatical principle mentioned above. In that sentence, "Actually, of course" is adverbial modifier, "not all Americans hold all these values" is a sentence, and "those who do ... ways of behaving" is another sentence connected by a conjunction "and". Then the students will find that the first sentence is simple, with "not all Americans" as the subject, "hold" as the predicate verb, and "all these values" as the object; they will find the most difficult is about the second sentence "those who do may hold other, and at times contradictory, values that affect their ways of behaving." Then the teacher should guide the students firstly confirm whether the sentence structure is "(subject) + predicate-verb + (object)" or "subject + link-verb + predicative", and then they will easily tell it is the first because there is no predicative in the sentence, and next guide the students find out the subject, predicate-verb, and object. Therefore, they will know: "those" is subject; "who do" is an attributive clause modifying the subject; and here "do" is a pronoun means "hold all these values" in the first part of the sentence; "may hold" is the predicate-verb, "other, and at times contradictory, values" is actually a parallel-object of "hold", which means "other values and even contradictory values"; "hat affect their ways of behaving" an attributive clause modifying the two parallel objects. So the students will get clearly that the main structure is just like this "those hold other and contradictory values", which is easy to understand.

### B. Case Study 2: Teacher's Leading in Students' Vocabulary Learning

In one of my papers "A Special Strategy for Practical English Teaching: to Find Interesting Linguistic Phenomena of English" published in SSRG International Journal of Humanities and Social Science, Volume 5 Issue 5, 2018, there is a case about students' misunderstanding of some special English words: in the fourteenth paragraph of the article "The Changing Sino-American Relationship", from the unit seven of the book "Reading Course" (second edition), edited by Weidong Dai, there is a sentence like this:

And it is exposing its forces to multi-national military exercises outside its own borders, while undertaking internationally sanctioned operations.

The word "sanction" is special, because it has two meanings and most importantly the two meanings are totally opposite.

"sanction"

- official orders or laws stopping trade, communication etc. with another country, as a way of forcing its leaders to make political changes; measures taken by countries to restrict trade and official contact with a country that has broken international law; a form of punishment that can be used if someone disobeys a rule or law
- formal official permission, approval, or acceptance: if someone in authority sanctions an action or practice, they officially approve of it and allow it to be done

Facing such a context, if the students just know that the meaning of "sanctioned" is a form of punishment, the information they can get in the paragraph could be "China has focused on modern technology and weapon systems to take part in some unreasonable multi-national military exercises which are disagreed by the world"; on the contrary, if students just know the meaning of the special word "sanctioned" is the second one (formal official permission, approval), the information they can get could be "China has tried so hard to upgrade modern technology and weapon systems in order to make contribution to the righteous multi-national military exercises which are supported by the world." So from the analysis above, we can see that the totally opposite meaning of the word "sanction" may cause serious misunderstanding for students and even make some students make big mistake in getting key information from the article. It is crucial that teachers make a summary, or even conduct relevant research on such special linguistic phenomenon to help students know that there is such a linguistic phenomenon: auto-antonyms, which could help students to make sure which meaning of the word is more suitable according to certain context, so as to help them to get the correct information and avoid making serious mistakes in understanding the whole article (Peng Yu, 2018).

For more instance, looking up this word "dust" in the Collins English Dictionary, you will find its meanings are as follow:

"When you dust something such as furniture, you remove dust from it, usually using a cloth" or "If you dust something with a fine substance such as powder or if you dust a fine substance onto something, you cover it lightly with that substance", two totally opposite behaviors. Dust is part of a series of noun-verb conversions related to coverings of things. If the noun gives a covering that is natural to the thing, then the verb means remove the covering. If the covering is imposed, the verb means put the covering on.

### C. Case Study 3: Teacher's Leading in Students' Logic Learning

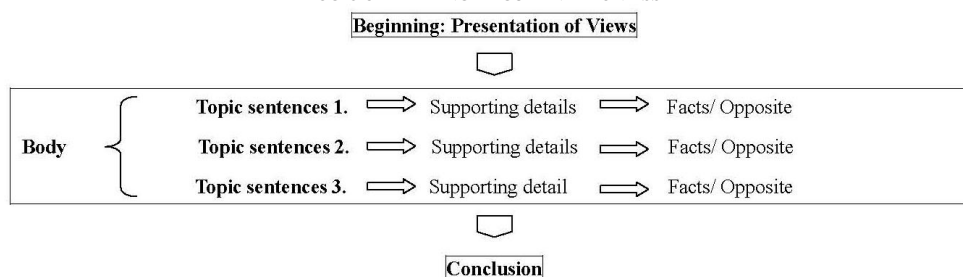
The book "Reading Course" (second edition), edited by Weidong Dai is commonly used in English reading in many universities, but most of the articles of this book is from foreign authors (or even some unheard-of writers), foreign newspapers and foreign websites, so it is considerably difficult to find relevant analysis, exploration and some useful background information. What is worse is that, according to many students in our university, teachers just ask students to find in article the answer to some exercise questions in the book, and seldom refer to the text analysis. Therefore, there is a common situation for students that they can choose correctly the answers to some questions, but they just do not know what the article is all about, the reason of which lies in that students cognitive structure is relatively limited, so they cannot understand how the paragraphs are developed, how the author uses details to support the subject sentence, and how the subject sentences support the topic of the article; they do not know what is the logical connection between paragraphs, and the denotative and connotative meaning of words and lines, etc. Therefore, the teacher's proper guidance is crucial.

For example, the article "The Changing Sino-American Relationship" by Shahid R. Siddiqi in 2009 is so difficult that many students find it is too hard to understand it. And at this time, the teacher should tell them some difficult but important information: the logical connection between paragraphs. The author use first two paragraphs to tell the background information of Sino-American relationship: changed from "adversarial policies" in Cold War into today's "close bilateral, mutually beneficial economic partnership" because of "Kissinger's initiative of visiting Beijing"; the next two paragraphs tell that today's relationship is conducive to both countries; then comes the key information: paragraph five and the next paragraph's first sentence are actually the turning point, that is America's economic crisis adversely impacted China, making China start to find alternative solution to decrease the dependence on US and the risk from US dollar, which is the main content of the next part; then from paragraph ten to fourteen it is about China's rise in economy, politics and military, which naturally lead to the next part that "China's taking its place among super powers" forms a new strategic basis for closer Sino-US relations; after that, the first word in paragraph eighteen "But..." is the turning point indicating the third change between US and China, the reason of which mainly lies in the different

ideology; ... So, this is the logical connection between paragraphs, and this is how the author develops these paragraphs, students should know it is the “two turning points and three changes” that makes the topic: The Changing Sino-American Relationship.

Besides, reverse thinking is important for teachers in English reading teaching. English reading is actually a reverse process of English writing: you read what the author write. So if the students understand how the author write the article, they will understand clearly and quickly what is the logic of the whole article. So the teaching of types of writing is important for teachers. There are generally four types of writing: Description, Narration, Exposition and Argumentation. With the understanding that the types of the article is description, the students will quickly know the function of the article is to paint in the readers' mind a picture in words of an object, a person, place, or scene, so when they read, they will focus on the sensory details, or the senses, such as sense of taste, sight, smell, hearing, and touch. If they know the article is a narration, they will pay close attention to “when, where, why, what and how” of a thing or story. If they know they are reading an exposition essay, they will keep a watchful eye on the process of making an automobile, the solution to some problem, or the causes and effects of a thing and so on. If they know the article they are reading is an argumentation, they will concern more about the thesis statement, sub-ideas or topic sentences, supporting details and conclusion, with such a basic logic in their mind:

TABLE II.  
LOGIC OF READING ARGUMENTATION ESSAY



## V. CONCLUSION

English reading is extremely important for students and effective English reading helps university students who take English as second language learn this language from a put-in way, which to a great extent helps students accumulate and have a good command of relevant knowledge soon. It is a professional compulsory course combining theory with practice and because of its complexity teachers should guide them to change the traditional learning methods of reading lessons in the past, which just focus on words-reciting, rote learning of grammar, and ignoring the overall structure of the article, the logical connection between paragraphs, and the denotative and connotative meaning of words and lines, and moreover the rhetoric and idiom expressions. First, vocabulary learning is crucial for students' language competence, which belongs to the category of basic knowledge, and it is the responsibility of teachers to design vocabulary teaching with interesting content and interactive parts to make it vivid and interesting, such as to introduce some knowledge about spoonerisms, oxymoron, malapropisms, palindrome, etc. to students, so as to make them know that not every English word has a completely equal Chinese meaning, and sometimes it has so many meanings and even opposite meanings, just like the special linguistic phenomenon: auto-antonyms mentioned above. Second, when teaching grammar, teachers have to let students know that grammar learning is not something learned just by repeating it until you remember it, instead it can be learned well by understanding the principle and meaning of it. Third, it is definitely important to cultivate students' reading logic, that is the ability of discourse analyzing, semantic appreciating, logical thinking, and critical thinking; and let them know that sometimes the deep meaning of an article cannot be found just from the words themselves superficially, instead it can be understand only by analyzing the relationship between the denotative meaning and connotative meaning, the meaning between the lines, and the meaning from the background information. Besides, the basic knowledges of reading are absolutely important, for example when teacher talks about reading logic, he or she should let the students understand that: every paragraph has a topic sentence whose position could be at the beginning, or at the end of a paragraph, or even implied between the lines; and the function all the details in a paragraph is to support the topic sentence; all of the sentences are just to serve for the topic of the title. As teachers, we should and have to take these advices into account, so as to make our students become "application-oriented talents" of high-quality and the ones with innovative consciousness and creative ability.

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# A Comparative Study on English and Chinese Kinship Terms and Their Translation Strategies

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**Abstract**—As an important part of addressing forms, kinship terms are frequently used in our daily life. Both Chinese and English languages have their unique cultural background, which determines the significant differences between English and Chinese kinship systems. This paper first makes a comparative analysis and a systematic induction of the English and Chinese kinship terms, then reveal the causes that the differences between the two kinship systems result from, and finally attempts to explore three translation methods of Chinese and English kinship terms, which will attach much more significance to cross-cultural communication as well.

**Index Terms**—English and Chinese kinship terms, differences, causes, translation strategies

## I. INTRODUCTION

Kinship terms are quite common linguistic phenomena in human daily life across cultures. They are the prelude to personal association and their proper use is the prerequisite to achieve the aim of personal contact. They also play an important role in intercultural communication. In many circumstances, kinship terms are the very first message conveyed to the addressee. At times, a simple kinship term can take the place of a long sentence in conveying a profound meaning.

Kinship terms are involved in any language, but they are different in different languages. Each nation has its own unique kinship system unique cultural background. Kinship terms are important as well as frequent in everyday social interactions all over the world. And appropriate addressing behavior is extremely important for the establishment and maintenance of interpersonal relationships. The study of kinship terms has attracted great attention from scholars both at home and abroad. The study of kinship terms is not only a linguistic problem, but also a cultural problem. At present, the comparative study of English and Chinese kinship terms is not a new topic. A lot of research has been done on this topic by predecessors. The major research perspectives are as follows: systematic perspective, including Li Mingjie's (1997) definition, classification and evolution of kinship terms; Liu Jinling, Lin Li(2004), Chen Jianmin's (1990) sociolinguistic perspective, including the relationship between social and cultural factors and appellation terms. After reviewing considerable literature on kinship terminology, it is found that most researchers have also made great efforts to show the differences between English and Chinese kinship terms, the causes for the differences and how to better realize the translation between English and Chinese kinship terms. In this study, the author attempts to put forward some opinions on the basis of previous studies. Specifically speaking, the author illustrates the differences between English and Chinese kinship terms with explicit diagrams, reveals the causes, and finally puts forward three translation methods based on corpus.

## II. CONTRAST OF KINSHIP TERMS

Both English and Chinese have their own kinship terms system and these two systems play their respective roles in the society. There are both similarities and differences between English and Chinese kinship terms. On the one hand, some basic kinship terms have the same meaning in both languages. On the other hand, most of their kinship terms are different from each other, because they have different cultures and language forms.

The similarities between the two kinship systems are as follows:

English and Chinese kinship terms have something in common. Both of them distinguish between generations, e.g., the difference between a parent and a child, and they also distinguish between sexes, e.g., the difference between a brother and a mother. Moreover, these two kinship systems make a distinction between kinship terms by blood and marriage. For instance, mother-in-law and mother differ in that mother-in-law is a relative by marriage but mother is a kinship term by blood.

By contrast, Chinese kinship system is considered as the most complicated of all kinship systems. The differences between English and Chinese kinship terms can be explicitly shown as the following table.

TABLE I

Relation to Ego	Chinese kinship term	English kinship term
Paternal grandfather	Zu fu (祖父)	Grandfather
Maternal grandfather	Wai zu fu (外祖父)	
Paternal grandmother	Zu mu (祖母)	Grandmother
Maternal grandmother	Wai zu mu (外祖母)	
Father	Fu qin (父亲)	Father
Mother	Mu qin (母亲)	Mother
Son	Er zi (儿子)	Son
Daughter	Nu er (女儿)	Daughter
Son's son	Sun zi (孙子)	Grandson
Daughter's son	Wai sun zi (外孙子)	
Son's daughter	Sun nu (孙女)	
Daughter's daughter	Wai sun nu (外孙女)	Granddaughter

TABLE II

Relation to ego	Chinese kinship term	English kinship term
Father's elder brother	Bo fu (伯父)	Uncle
Father's younger brother	shu fu (叔父)	
Father's sister's husband	Gu fu (姑父)	
Mother's brother	Jiu fu (舅父)	
Mother's sister's husband	Yi fu (姨父)	Aunt
Father's elder brother's wife	Bo mu (伯母)	
Father's younger brother's wife	Shen mu (婶母)	
Father's sister	Gu mu (姑母)	
Mother's brother's wife	Jiu mu (舅母)	
Mother's sister	Yi ma (姨妈)	

TABLE III

Relation to ego	Chinese kinship term	English kinship term
Elder brother	Ge ge (哥哥)	Brother
Younger brother	Di di (弟弟)	
Elder sister's husband	Jie fu (姐夫)	Brother-in-law
Younger sister's husband	Mei fu (妹夫)	
Elder sister	Jie jie (姐姐)	Sister
younger sister	Mei mei (妹妹)	
Elder brother's wife	Sao zi (嫂子)	Sister-in-law
Younger brother's wife	Di mei (弟妹)	

TABLE IV

Relation to ego	Age to ego	Chinese kinship term	English kinship term
Father's brother's son	Elder	Tang ge (堂哥)	Cousin
	Younger	Tang di (堂弟)	
Mother's brother's son and sister's son	Elder	Yi biao ge (姨表哥)	
	Younger	Yi biao di (姨表弟)	
Father's sister's son	Elder	Gu biao ge (姑表哥)	Cousin
	Younger	Gu biao di (姑表弟)	
Father's brother's daughter	Elder	Tang jie (堂姐)	Cousin
	Younger	Tang mei (堂妹)	
Father's sister's daughter	Elder	Gu biao jie (姑表姐)	
	Younger	Gu biao mei (姑表妹)	
Mother's brother's and sister's daughter	Elder	Yi biao jie (姨表姐)	
	Younger	Yi biao mei (姨表妹)	

TABLE V

Relation to ego	Chinese kinship term	English kinship term
Brother's son	Zhi zi (侄子)	Nephew
Sister's son	Wai sheng (外甥)	
Brother's daughter	Zhi nu (侄女)	Niece
Sister's daughter	Wai sheng nu (外甥女)	

The differences between English and Chinese kinship terms can be summarized as follows:

Firstly, contrast of elder-younger relations and seniority order in the clan.

In Chinese kinship system, age is very important. Specific terms can be used to show their different ages. A typical example is the kinship terms *bo fu* (伯父) and *shu fu* (叔父). The former is used to address father's elder brother, while

the latter is for father's younger brother. Chinese could hardly contain the mistake of elder-younger relations and seniority order. For example, if one's father has more than one elder and younger brothers, he could call them: *first bo fu* (大伯父), *second bo fu* (二伯父), or *first shu shu* (大叔), *second shu shu* (二叔) and so on to exhibit their order.

Unlike the Chinese language, age is not a criterion to distinguish personal relationships or kinship terms in English. In English, there are only two kinship terms for siblings brother and sister. They usually say "she is my sister", whether she is younger or elder than them. Only when they say "she is my younger or elder sister", they want to emphasize the age.

Secondly, contrast of blood relation and relations by marriage.

Blood relation means a person related by birth rather than by marriage. Blood Relation Rule reflects that the kinship classifications require different address forms to kin on mother's side. Marriage Relation Rule requires using two address systems to the members of the same clan and relation by marriage. There are too many address words in blood relation and relation by marriage in Chinese kinship terms. For example *yifu* (姨父) (husband of mother's sister) belong to relation by marriage. While *yi ma* (姨妈) (mother's sister) belong to blood relation. From these examples, we can see Chinese complicated blood relation and relation by marriage. Chinese kinship is patriarchal, because China is a patriarchy society; but English is not.

Chinese think that the differences between paternal and maternal relations are very important. The differences mean a lot to Chinese people and the relationships, near or distant, inside or outside, between relatives. Ancient China was based on patriarchal descent, which refers to descent traced exclusively through the male line for purpose of group membership. So there are different terms for one's paternal and maternal relations in China. For example, in China, paternal grandfather is called *zu fu* (祖父), while maternal grandfather is called *wai zu fu* (外祖父). *Wai* in China means "distant" or "outside". The terms for grandchildren are the same with them. Usually, paternal relations are more powerful than maternal relations in Chinese family structure.

For English people, the difference between paternal and maternal is not clear. Thus father's father and mother's father are both grandfathers. Uncle is for both father's brother and mother's brother. In English, blood relation and relation by marriage are very simple class. Therefore, it's hard to understand the relation between various relatives and address in English countries.

### III. CAUSE ANALYSIS

English and Chinese kinship terms system have some differences. English kinship system is relatively simple. By contrast, Chinese kinship system is more complicated. The reasons for the differences can be summarized as follows:

Firstly, Chinese kinship system lays much emphasis on patrilineality, and it is agnatic. However, English one is not.

Chinese people hold that consanguineous relations are much more important than affinal relations, which is evidently reflected by kinship terms. In Chinese culture, the difference between "close" (亲) and "distant" (疏) is taken seriously by Chinese people. Naturally, maternal lineages are less closer than paternal ones. It is well-known that the patriarchal clan system is a typical important political system in ancient feudal society of China. Its characteristics can be summarized as follows: the patriarchal clan organization and the state organization are united, and the patriarchal clan hierarchy and the political hierarchy are identical. This system began in the Xia Dynasty and had great impact on later feudal dynasties. According to the patriarchal clan system of the Zhou Dynasty, the clan was divided into large clan and small clan. The large clan and small clan are provided with relativity, and the ordinary people's families were greatly affected by the system, which also reflected the strict concept of hierarchy. This patriarchal structure was maintained by blood and marriage. Although China has long been divorced from feudal society, the influence of patriarchal clan system is deep-rooted and far-reaching.

The core of patriarchal clan system is primogeniture, which is directly related to the patriarchal clan system. The ancient Chinese society is male-dominated. The most typical example is that the ancient emperors were male except Wu Zetian (an female emperor in ancient China). Hence, it is not surprising that maternal lineages are less "closer" than paternal ones in China now. Normally, father's brother's son or daughter, which represents kinship on father's side, is labelled "tang (堂)", such as "Tang ge/di (堂哥/弟)", while mother's brother's son or daughter, being maternal lineages, which represents kinship on mother's side, is labelled "biao (表)", such as "Biao ge/di (表哥/弟)". Whereas in English culture, people generally don't distinguish between paternal and maternal lineages, affinal and consanguineous relations. Thus, people from English-speaking countries even would not care whether an "uncle" is on father's side or mother's side in daily life.

Secondly, differences in economic factor.

China has experienced more than two thousand years of feudal society, while the western society has generally experienced a shorter feudal period, such as Britain's feudal history of only five hundred years. China's long-term feudal social formation had a multidimensional, far-reaching and even deep-rooted influence on the whole society at that time. On the contrary, in Western society, the capitalist system replaced the feudal system very early, which made British and American cultures originating from ancient Greece and Rome attach more importance to economic activities such as commerce, frequent immigration, family ties and so on.

In ancient Chinese feudal society, feudal land ownership was the major feudal land system. The forms of feudal land

ownership vary in different periods. Land was the main means of production in feudal society. The landlord class held the vast majority of the land, and the peasants had only a small amount of land. Under this system, in order to survive, the peasants had to depend on the land on which they live. They were bound or stuck on their own land, with little mobility. In addition, the policy of emphasizing agriculture and restraining commerce in ancient China was adopted. At that time, the self-sufficient small-scale peasant economy was prevailing in the society. This situation determines that their relatives network is also very centralized, they have frequent contacts, and generations live here. Consequently, the peasants attach great importance to the family. For the need of communication with relatives, it is necessary to make the relationship between relatives very clear and definite. In western society, the vast majority of countries experienced a very short period of feudal society and turned to stoccapitalist society. The corresponding economic form was quite different from that of China at that time. It was based on private ownership. For example, in the enclosure movement of England in history, the new bourgeoisie and the new aristocracy drove peasants away from their land, and they were deprived of land-use right and ownership of land, and the occupied land was enclosed and turned into pasture. In a word, the economic form under capitalism separated them from the land earlier and formed a liberalized economic form. Hence, their urbanization process was much faster than that of China. We all know that, by comparison, people in cities pay less attention to kinship. Besides that, the western society, being adventurous, always attached great importance to overseas activities, which made the population more mobile. Such situation is not conducive to the formation of a more stable and complex kinship network.

Thirdly, differences in culture.

The differences between Chinese and English kinship terms reflect two different cultures. Chinese people lays much emphasis on "respect for seniority". However, in English culture, the descendant is allowed to call the elderly by name, which is often seen on TV, and children can perform intimacy in the way of calling the elderly by name. By contrast, in Chinese culture, normally, the descendant would not call the elderly by name for calling the elderly by name is considered an impolite behavior against the traditional value and morality. Thus, various precise kinship terms are indispensable in addressing in Chinese society.

China attached much importance to etiquette in the past dynasties, and the kinship system was an indispensable part of etiquette and an important reflection of it. For example, *Li Ji*, an important collection of rules and regulations in ancient China, mainly recorded the ritual system of Pre-Qin Dynasty, which embodied the philosophical, educational, political and aesthetic thoughts of Confucianism in Pre-Qin Dynasty. Another typical example was the establishment of ceremonial officers in ancient China, which was an important part of the six ministries of officials, which showed the importance attached to etiquette by the society at that time. Kinship terms have a diachronic evolution process, which can be studied from a diachronic perspective. The main reason why ancient China attached importance to etiquette system was the strict hierarchy in Chinese feudal society. Thus, in Chinese kinship system, many aspects were taken into consideration, such as gender, order of age and age, blood affinity and in-laws, internal clan or external clan, which were closely related to the worship of courtesy in ancient times.

Liang Zhangju, Zheng Zhen (1996) argued that *Zhongbiao*, both inside and outside. Father's sister's son is an external brother, mother's brother' son is an internal brother, so it is known as the cousin. This utterance elaborated the kinship terms between the two types of sons mentioned above, which indicated that people in ancient China began to make the distinction on whether being blood relatives of father's sister's son or not.

Fourthly, differences in family structures.

In China, the dominant type of family is extended family while in the West nuclear family. An extended family refers to a family consisting two or more generations of the same family sharing a common household and economic resource. Accordingly, a detailed division in kinship terms according to generation, age, and sex was required for people to address and distinguish different family members. In contrast, a nuclear family refers to a group consisting of parents and their unmarried children who live far away from other relatives. In western culture, people tend to live apart from their parents as soon as they get married because they uphold self-reliance, freedom and independence under the influence of individualism. So the overall generality of the English kinship terms reflects the much simpler and looser kinship relations in Western society.

#### IV. TRANSLATION METHOD OF CHINESE KINSHIP TERMS

When carrying out the translation between two languages, we should consider not only the transformation of linguistic forms, but also the cultural differences between the two languages. Most of the kinship terms in English and Chinese are unequal, which is caused by different cultural backgrounds. Therefore, when translating kinship terms, it is necessary to take into account the different cultures of the two languages, so as to achieve the maximum meaning equivalence between the source language and the target language.

Next, the paper takes the classical translation of kinship terms in *A Dream of Red Mansions* as a case study to analyze some skills in translating Chinese kinship terms into English ones.

##### A. Explanation

The explanation method can be defined like this: it is mainly used to further explain the kinship appellation to show a clearer and more precise relationship between the characters to the readers. Therefore, the translation work should be

based on the reader's point of view and the target language.

Example: 贾母……说：“你替我告诉他（指林黛玉）的阴灵：‘并不是我忍心不来送你，只为了有个亲疏。你是我的外孙女儿，是亲的了；与宝玉比起来，可是宝玉比你更亲些。’”

Translation by Yang: The old lady instructed: The Tell her spirit from me, it's not because I'm heartless that I'm not coming to see you off, but there is someone closer here whom I have to see to. As my daughter's daughter you are dear to me; but Pao-yu is closer to me even than you.

From Jia Mu's words, we can see that she strictly distinguishes between clan and foreign clan. Baoyu is the grandson of Jia Mu and Daiyu is the granddaughter of Jia Mu. It is obvious that Jia Mu has different degrees of familiarity between them. In Yang's translation, he further explains the identity of Lin Daiyu, her granddaughter: daughter's daughter. Such a translation makes the relationship between Jia Mu and Lin Daiyu much clearer.

### B. Generalization (or Induction)

Induction can be used when a clear relationship between characters is not required in the context.

Example: 贾母命两个老嬷嬷带黛玉去见两个舅舅去。

Translation: And the lady Downger ordered two nurses to take Tai Yu to see her two uncles.

Example: And the lady Downger ordered two nurses to take Tai Yu to see her two uncles.

### C. Notation

The notation method can be defined like this: When doing the Chinese-English translation, the family name of the corresponding person should be added to the kinship term or the name should be added directly, so as to show readers a clearer relationship between characters.

Example: 凤姐说道：“刚才我到宝兄弟屋里，我听见好几个人笑。我只道是谁，巴着窗户眼儿一瞧，原来宝妹妹坐在炕沿上，宝兄弟站在地下，宝兄弟拉着宝妹妹的袖子，口口声声只叫：‘宝姐姐!你为什么不说话了?’”

Translation by Hawkes: Xi-feng began again: Just now, I was passing through Cousin Bao-yu's apartment when I heard the sound of laughter coming from inside, and wondering who it could be, I took a peep through a little hole in the paper easement. There was Cousin Chai sitting on the edge of the kang, with Pao-Yu standing in front of her, holding her sleeve and imploring her, Oh, Coz! Why won't you speak to me?"

There are many words such as "Bao Brother" and "Lin Sister" in *A Dream of Red Mansions*. Thus, the translation method of notation is also frequently used in Chinese-English translation, which would show readers a clearer relationship between characters.

## V. IMPLICATION AND APPLICATION IN ENGLISH TEACHING AND LEARNING

Kinship term is a key and subtle component in daily communication. So the study of it can provide some implications for foreign language teaching. To most English teachers and English learners the study and the use of kinship terms are such a small matter that they don't pay much attention to them. But the proper use of English kinship terms in cross-cultural communication is much more difficult than what people may think.

In reality, foreign language learners would be affected by their mother tongues, which is inevitable in using a foreign language. Naturally, learners of different languages and cultures may have some difficulties in communicating with each other. On account of cultural differences, the same words or expressions may not mean the same things in different languages. A harmless statement may cause displeasure or misunderstanding. Similarly, an inappropriate question may bring about people's laughter.

To sum up, having a good command of the language of English means merely mastering the pronunciation, grammar, vocabulary, and idioms is not enough. Learning the ways in which the target language reflects the ideas, customs is also required. In other words, learning a language, in fact, is inseparable from learning its culture. It is important for Chinese teachers and students to realize the pragmatic differences of kinship terms in English and Chinese. Only can we expand and increase constantly language knowledge as well as culture knowledge, we will be able to use kinship terms appropriately and avoid pragmatic failures in communication.

## VI. CONCLUSION

As important carriers of culture, English and Chinese differ greatly. Kinship terms system is one of the typical differences. Chinese has more kinship terms in English, and they are much more complicated than those in English. Chinese kinship terms system is more complex with detailed classification, clear semantics, while English, on the contrary, its kinship terms system is relatively simple and generalized. Chinese kinship terms are characterized by arrangement in order of seniority in generation or in age. While English kinship terms are characterized by the glorification of individual at the expense of family relationship, so that names are widely used. In short, simplicity and complication, generality and specificity, are the basic contrastive features of kinship terms in English and Chinese.

Translation is an important means of cross-cultural communication. Kinship terms of Chinese and English can not be translated equivalently. So a correct understanding of kinship terms is directly conducive to the conversion between English and Chinese. An in-depth understanding of the Chinese and English kinship terms system can greatly promote

cross-cultural communication more effectively.

Every nation has its own kinship terms, which reflects the social and psychological characteristics of different nationalities. English and Chinese kinship terms are different not only in system, but also in pragmatic meanings and ways of understanding. These differences are closely related to the cultural backgrounds of different kinship system.

To sum up, in this paper, the author mainly illustrates the differences between English and Chinese kinship terms, reveals the causes they result from, and introduces three translation methods. In a word, a comparison of Chinese and English kinship terms will help us better understand different cultures and promote cross-cultural communication.

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# The Role of Indonesian Caregivers' Nonverbal Elements and Face Threatening Acts toward the Aged

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**Abstract**—This study aimed at finding out the role of Indonesian caregivers' nonverbal elements and its relation to the face saving of the aged. This study was part of the author's dissertation research that took the theme of Indonesian caregivers' language politeness when they worked as caregivers for the aged in Japan. In this article the concept introduced by Brown & Levinson (1978, 1987) on FTA (Face Threatening Act) is used as the concept in the process of analysis beside the concept from Ekman and Friesen (1969) on nonverbal language. Qualitative method was used in this study and the data used were primary data in the form of the Indonesian caregivers' utterances in their communication with the aged. The Indonesian caregivers who were used as the subjects consisted of 68 and all of them worked in the regions of Yokohama, Toyohashi, and Okayama. From the data analysis it was found that there were 11 types of nonverbal language which belonged to the emblems group, namely (1) eye contact, (2) smiling, (3) holding hand, (4) leaning forward, (5) lowering body position, (6) affirmative nodding, (7) gesture, (8) hugging, (9) patting shoulder, (10) interpersonal space, and (11) therapeutic touch. From the result of the analysis of the interviews with the aged it was concluded that all of these eleven nonverbal elements did not threaten the faces of the aged and the use of the nonverbal elements could play the role as a mitigation of the threat towards the faces of the aged.

**Index Terms**—nonverbal language, Indonesian caregivers, saving the faces of the aged

## I. INTRODUCTION

Language is a means of communication and interaction in society. Not only does one have to consider words or verbal elements, but one has also to consider other elements. The elements which are not less important to be considered are the nonverbal elements of the interlocutor that one has to understand. Nonverbal elements can take the form of eye contact, facial expression, gesture, voice, and touch. They have a very significant role in communication. This is caused by the fact that the nonverbal elements can "talk or speak" more than the verbal language.

Japanese do not express their true feelings very much when communicating. Generally, they are not of an expressive type of people when they are talking. It means that they can hide their true feelings, but it does not mean that they do not use nonverbal language at all. There are some gestures which are often used by Japanese when they are communicating. The gestures performed contain meanings which have to be understood by the interlocutor at the time of speaking in such a way that he or she can understand the Japanese ideas and the communication process can be effective and fluent. The studies on nonverbal elements have been conducted by many linguists.

## II. REVIEW OF LITERATURE

### A. Face Threatening

Face threatening is an act which can be verbal and nonverbal which is directed to threaten other's self-image in front of the public (Brown & Levinson, 1978, p. 66). They say that face is a self-image in front of the public which everyone desires to have. There are two kinds of face, namely positive face and negative face. Positive face is the desire to be liked, respected, and recognized by other people. Negative face is the desire of every human not to be disturbed and that others do not keep him or her from getting what he or she wants. This concept of face applies universally. In addition,



the participants in communication cooperate in face saving each other since the faces of both parties are vulnerable.

According to Brown & Levinson, in a communication one cannot avoid face threatening, which is an action that harms the face of the speaker by opposition. However, the expression of this face threatening act can be done more politely by minimizing the pressure of the face threat. A face threat is done because of three desires (Brown & Levinson, 1987, p.73), as follows:

1. The desire to express the face threat;
2. The desire to be efficient and to immediately express the face threat; and
3. The desire to keep maintaining the interlocutor's face at a certain level.

The same thing on the concept of face is also expressed by Cutting (2008, p. 43):

“In order to enter into social relationship, we have to acknowledge and show an awareness of the **face**, the public self-image, the sense of self, of the people we address. It is an universal characteristic across cultures that speakers should respect each other's expectations regarding self-image, take account of their feelings and avoid Face Threatening Acts (FTAs).”

The need for face is regarded to apply in all levels in culture and face is formulated as something which can be lost, so that it needs to be maintained, or to be supported. The assumption which underlies this theory is that face is continually in a risky condition since all forms of speech act which are called face threatening acts (FTAs) that have the function of connecting the speaker and the interlocutor are considered as a threat to the interlocutor. Hence, all actions of face threatening have to be neutralized by using appropriate good manners. Exactly, good manners are understood as the basis in producing a social system and are the means for facilitating interactions.

### B. Gestures

Communication does not only use verbal language but needs nonverbal language to support the fluency of communication as the realizations of emotions, intentions, and purposes which are implicitly expressed by the speaker and the interlocutor. Physical movements in the ethics of speaking are the forms of the communication of meanings or intentions in speaking that consist of kinetic movements: facial expression, eye movement, standing position, hand movement, shoulder movement, head movement, and proximity and body movement of the speaker and the interlocutor in speaking (Chaer, 2010, p. 8).

In a social interaction, language plays an important role. In addition, nonverbal sign system has the same function as the verbal sign system which is also used. There are two types of system of nonverbal signs, namely nonverbal sign system which is always attached to the verbal sign system such as intonation, intensity, and voice timbre. The second nonverbal sign system consists of facial expression, body movement which is known as proxime. The nonverbal sign system belongs to kinesiology (Simpson, 2008, p. 34).

All of these are known as kinesics (Wharton, 2009). The elements above are important visual elements. Usually the information can be easily understood through the meanings expressed by the kinesics.

Ekman and Friesen (1969) divide kinesics into five parts as follows.

- a) Emblem, that is, a nonverbal action that has a direct verbal translation such as greeting and the hand movement to show that one allows or approves.
- b) Illustrator, that is, illustrative movements which accompany speech.
- c) Affective, that is an attitude that reflects a change in facial expression that indicates pleasure, surprise, and displeasure.
- d) Regulator, that is the attitude to maintain and regulate the actions of the speaker, for example, in order he or she or the listener always look enthusiastic.
- e) Adaptor, that is the sign that is scientifically attached to body movement, such as the wrinkle of the forehead, eye movement, and the curl of the lip.

Wharton (2009, p. 139-149) in his book entitled *Pragmatics and Non-Verbal Communication* also states the same thing as his predecessors or Ekman and Friesen (1969) that kinesics includes gesture, which is the important part in communication process. Wharton in his book also divides kinetic movements into five types as emblem, illustrator, affective, regulator, and adaptor.

Hamiru (2004) in his book entitled *70 Japanese Gestures No Language Communication* explains that Japanese is a language that is difficult to learn. Many people believe that Japanese uses body movements and minimizes utterances in communication since there are 120 gestures that are generally used. However out of the 120 gestures only 70 that are still used up to now. Some gestures that are used in Japan nowadays have been much influenced by the western world. In that book, Hamiru divides gestures into three groups, namely general gesture, slang gesture, and children's gesture.

Givens (2002, p.7-87) in e-book *The Nonverbal Dictionary of Gestures, Signs, and Body Language Cues* divides nonverbal language into some groups. For example, hand movement, gesture, self-touch, facial expression, head movement, tone of voice, shoulder movement, touch, lip movement, and body movement.

In the book entitled *Gaikokujin no tame no Kaigo Fukushihi* that was published by *Asosiasi Berbadan Hukum Umum Pertukaran Internasional dan Pendukung Bahasa Jepang* (General Cooperate Body Association of International Exchanges and Support of Japanese) in 2011, the types of nonverbal language that appear in an interaction between a caregiver and the aged are explained in detail. The types of nonverbal language include body movement, gesture, facial expression, smile, hand movement, touch, and head movement.

The nonverbal language which would be investigated in this study was limited to caregivers' body movements in general at the time of communicating with their aged patients, and mimics and attitude shown by the aged in the form of responses in the communication activity.

To analyze these comprehensively, every problem was presented separately in every chapter. The analysis was done holistically and completely using theories that have been explained in an integrated manner.

### III. METHODOLOGY

#### A. Participants

The subjects of the study consisted of 68 Indonesian caregivers who worked in three regions in Japan (Okayama, Toyohashi, and Yokohama). The Indonesian caregivers who were the informants came from various regions in Indonesia such as Java, Sumatra, and Bali. All the informants who had JPPT N3 certificates, and JLPT N3 certificates and national nurse licenses spoke Indonesian as their mother tongue. There were 63 female caregivers, and 5 male caregivers of 68 subjects of the study. The age requirement for selecting informants was that the candidates have to be 18 to 30 years old. In one day, a caregiver works for 6 hours, subject to the shift division in the old age home where he or she works. On the other hand, the old informants selected were old patients aged from 65 to 105, with the lightest to the heaviest care.

#### B. Data Collection

Data collection was done using some methods, namely observation method done using recording technique or by recording interactions between the caregiver and the old people, in order to see the use of nonverbal elements to see the use of nonverbal signs by the caregivers in communicating with the aged or the other way around. Data produced were in the form of pictures containing nonverbal elements used by the caregiver when communicating with the aged. Other methods include interview, done by in-depth interview by interviewing the caregiver and the aged. This in-depth interview aimed at tapping things related to the topic of the study which could not be found by referring to the result of the video recording. The interview with the aged had the aim of knowing the response of the aged to the application of nonverbal language by the caregiver.

### IV. RESULTS AND DISCUSSION

As explained by Pranowo (2009, p. 80), nonverbal elements that influence politeness include body movement, eye movement, head shake, hand raising, etc. From the five elements of nonverbal language explained by Ekman and Friesen (1969), namely emblem, illustrator, affective, regulator, and adaptor, only emblem which was found to have been used by Indonesian caregivers when they communicated with the aged. From the observation of the video of conversations between Indonesian caregivers and the aged 11 types of nonverbal language were found which belonged to emblem group, namely (1) eye contact, (2) smiling, (3) holding hand, (4) leaning forward, (5) lowering body position, (6) affirmative nodding, (7) gesture, (8) hugging, (9) patting shoulder, (10) interpersonal space and (11) touch. The discussion of the meanings of the nonverbal elements will be accompanied by the video recording of the interactions between the Indonesian caregivers and the aged. Then, a general explanation will be given which is related to the meanings of the nonverbal elements by relating them to the analysis of the speech context of the video, and matching them with the dictionary meanings of the nonverbal language (Givens, 2002).

#### A. Eye Contact

The following is the presentation of the picture taken from the video recording of an interaction between an Indonesian caregiver and an aged patient. The context of the situation of the speech occurred at the time an Indonesian caregiver approached an aged patient who was enjoying her food in the dining room.



Figure 4.1 Eye Contact

*The caregiver is seen to be squatting in front of the aged patient, while asking whether the lunch was delicious or not.*

In the domain of the nursing of the aged to see the eyes of the aged is a type of nonverbal language that is often used to attract the aged's attention and to show one's attention to the aged. This nonverbal element is effective in various situations since the aged gives a response to the caretaker's speech. This according to the explanation in the book entitled *Gaikokujin no tame no Kaigo Fukushihi* published by *Asosiasi Berbadan Hukum Umum Pertukaran Internasional dan Pendukung Bahasa Jepang* (General Corporate Body Association of International Exchanges and Supporter of Japanese) in 2011, and the result of an in-depth interview with the Indonesian caregiver. From the result of the interview, the Indonesian caregiver stated that they always use eye contact as a way to keep the aged focus on what the caregiver talked about.

### B. Smiling

This nonverbal element is a friendly face expression (not a laughter).



Figure 4.2 Smiling

In the domain of the nursing of the aged, smiling is the important activity which a caregiver has to always do in any speech context. By looking at the smile of a caregiver who is nursing him or her, the aged will feel comfortable (reducing the feeling of being intimidated) so that the communication process will develop harmoniously.

In Figure 4.2 an Indonesian caregiver is seen to be smiling at the aged before putting on his shoes. In the recording it appears that the Indonesian caregiver was offering to the aged to take a rest in the room after the lunch was over. Before taking the aged to the room, the caregiver offered to help him put on his shoes while smiling. The aged was nodding to show his approval.

Smile according to Givens, David (2002, p. 17) can describe many things such as emotional feelings, mood and the speaker's politeness. Gilbert (1993) in his study on the use of nonverbal language in a nurse and patient interaction found that a smile can bring forth calmness and comfort, and to keep a good relationship Caris-Verhallen *et.al.*, 1999).

### C. Holding Hand



Figure 4.3 Holding Hand

This nonverbal language is a movement to hold hand as a manifestation of love expression. In the domain of the nursing of the aged, this nonverbal language is often used by a caregiver as a way to show love to the aged when giving the service of hand washing, helping the aged to stand up, or when leading the aged by hand to a place. In this video recording of Figure 4.3, is seen an Indonesian caregiver holding the hand of a grandfather (an old man) who was about to stand up. The caregiver was holding his hand while her other hand was holding the old man's walking equipment. The caregiver slowly and with full of love holding the old patient's hand, helping him to stand up and leading him by hand to the bath room.

The nonverbal language that is related to hand can express more things than a facial expression (Givens, David, 2002, p. 7). Hall & Roter (2006), even call the holding of the patient's hand in many cases of nursing as something that functions as patient healing.

#### D. Forward Leaning

Givens (2002, p. 7-87) in the *e-book The Nonverbal Dictionary of Gestures, Signs, and Body Language Cues* explains that this nonverbal element is forward leaning by stooping or sitting closer to the patient to show attention or concern when on the way of making a journey. For example, offering something to the aged.



Figure 4.4 Forward Leaning

Figure 4.4 above shows a caregiver leaning her body forward when informing the aged that the activity after having a meal is brushing one's teeth. At the time of explaining this, the caregiver was leaning her body forward in front of the aged with the purpose of shown attention, and solidarity to her. This agrees with the explanation given by Nichizawa, et.al. (2006) that forward leaning can be used to show one's attention, solidarity, even love to the interlocutor.

#### E. Lowering Body Position



Figure 4.5 Lowering Body Position

Figure 4.5 shows an Indonesian caregiver squatting in front of an old patient. Givens (2002, p. 7-87) in the *e-book The Nonverbal Dictionary of Gestures, Signs, and Body Language Cues* explains that this nonverbal element is known as lowering body position. In the context of the figure above, the caregiver was approaching the patient who was enjoying her lunch. The caregiver asked whether the patient's stomach condition was getting better or not. Then the caregiver took a squatting position to make her position at the same level as the patient as a way of showing respect and empathy to the old patient (Gilbert, 1993).

#### F. Affirmative Nodding

This type of nonverbal language is nodding more than once as the sign of paying attention or strengthening words uttered (Givens, 2002, p. 7-87) in the *e-book The Nonverbal Dictionary of Gestures, Signs, and Body Language Cues*.



Figure 4.6 Affirmative Nodding



If the video recording in Figure 4.6 is closely observed, a caregiver is seen bringing one of the old women a breakfast. The caregiver is nodding several times to show that she paid attention to the old woman's request at the time the latter was complaining because she did not want to eat porridge, and expressed her choice of wheat bread for breakfast. After nodding, the caregiver gradually explained that with her stomach problematic condition, porridge was the appropriate breakfast for the patient.

In a research done by Nichizawa (2006), it is also mentioned that affirmative nodding can develop trust and bring calmness.

### G. Gesture

Gesture that is followed by a change of the other hand is usually made by a caregiver to express ideas, concern, attention, and emotion nonverbally (Hall & Roter, 2006). In the domain of nursing the aged, the gesture followed by hand movement as observed in the three cuts of Figure 4.7 below is often done at the time of helping the aged to use an apron at time of eating. This gesture shows the caregiver's concern about the aged, showing love and intimate relation (Gilbert, 1993).



Figure 4.7 Gesture

### H. Hugging

Givens (2002, p. 7-87) in the e-book "The Nonverbal Dictionary of Gestures, Signs, and Body Language Cues" explained that this nonverbal element is defined as a movement which gets the body of the patient closer to the

caregiver or the caregiver is holding the patient's hand. In the domain of nursing the aged, this nonverbal language is often used when helping the aged to walk by hugging the aged while leading the latter walk like what is seen in Figure 4.8. It is aimed to help the aged to walk since the aged patient who has been old has difficulty of walking.

The video recording shows that an Indonesian caregiver was helping the aged to walk to the dining room by hugging her body and helping her to walk step by step carefully.

From the interviews with the Indonesian caregivers a new fact about old people's homes in Japan was revealed, that is, wheelchairs are only used by aged patients who are in a physically weak condition, those with disabled leg or who are ill. Aged patients with a good health condition have to try to walk alone. For example, by holding the wall, or by being hugged or supported by a caregiver. This is intended to keep their legs from stiffness because of the use of a wheelchair.

This explanation is also found in the book entitled *Gaikokujin no tame no Kaigo Fukushihi* published by *Asosiasi Berbadan Hukum Umum Pertukaran Internasional dan Pendukung Bahasa Jepang* (General Corporate Body Association of International Exchanges and Supporter of Japanese) in 2011. In this book is mentioned that Indonesian caregivers have to help aged patients to walk (*imamori*) by hugging, supporting or leading them by hand.

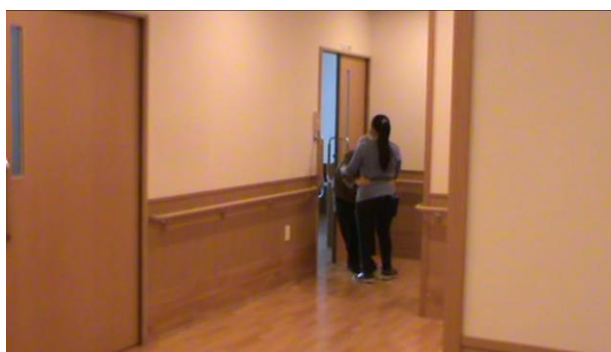


Figure 4.8 Hugging

### I. Interpersonal Space

Givens (2002, p. 7-87) mentions that this nonverbal is defined as the position of a caregiver and an aged patient with a distance no more than three feet (very close). This nonverbal element can be done by sitting in a very close distance to the patient to give a secured and comfortable feelings to the aged.

In the domain of the nursing of the aged, this nonverbal is usually shown when feeding the aged or just when accompanying the aged to engage in a conversation. Figure 4.9 below depicts a situation when an Indonesian caregiver was persuading an aged patient to eat a snack or pudding. At that time the caregiver approached the aged who was watching TV, sitting close to her and then persuading her by saying that the pudding that the caregiver was holding was a gift from the aged patient's daughter that the aged patient had to eat. Hearing this, the aged patient smiled, nodded and wanted to open her mouth to eat the pudding.

Sometimes in the process of giving the service to the aged, a caregiver has to position the aged like a small child who has to be persuaded, fed, and accompanied to eat. Making a distance according to Gilbert (1993) is used to produce comfort and to give a feeling of freedom from intimidation.



Figure 4.9 Interpersonal Distance

### J. Therapeutic Touch

Givens (2002, p. 7-87) explains that this nonverbal element is a spontaneous physical contact with an aged patient by a caregiver. In giving a service to an aged patient, the nonverbal language of touch is often used by a caregiver as a way to show warmth, so that the aged patient does not feel being intimidated because of the presence of the caregiver and

the service given by the caregiver. This touch is usually used to support the verbal language and can occur in many occasions of nursing. The figures below depict therapeutic touch.



Figure 4.10 Therapeutic Touch

This figure above shows a caregiver touching the shoulder of an aged patient with an affection while helping the patient to lie down on the bed. A therapeutic touch on the patient's shoulder or arm is aimed at causing the feeling of comfort in the patient who is being served. This is in line with the explanation given by Hall & Roter (2006) that a touch can speed up patient healing.

#### K. Patting Shoulder

Givens (2002, p. 7-87) defines this nonverbal language as the action of patting the aged patient's shoulder spontaneously as a realization of giving a praise or to promote the feeling of self-confidence of the aged when he or she is going to do something.

If Figure 4.11 is closely observed, there appears a caregiver who is accompanying an aged patient to enjoy eating lunch by sitting with knees bent and folded back to one side beside an aged patient. At the time the aged patient is finishing the food quickly, the caregiver is spontaneously patting the shoulder of the patient while saying *waa..yatta...owatta...takusantaberebagenkininattayo* which contains the meaning of praise to the aged patient.



Figure 4.11 Patting Shoulder

This nonverbal element, according to Hall & Roter (2006) functions as patient healing, that is promoting the patient's self-confidence.

From the eleven nonverbal elements found in this study, all of them were able to save the face of the aged. All of the eleven nonverbal elements promoted the feeling of comfort, reduced intimidation, and stiffness in the process of awkwardness in the interaction process between the Indonesian caregivers and the aged patients. The tabooed nonverbal elements in Japanese culture such as eye contact can be accepted in the domain of the nursing of the aged. Even in certain scenes which contain a refusal of the aged patients' request, the presence of nonverbal language can reduce the feeling of displeasure on the part of the aged patients for the refusal.

#### V. CONCLUSION

From the discussion above, it can be concluded as follows:

1. The use of nonverbal elements in the communication process between the caregivers and the aged patients can help patient's healing process.

2. Nonverbal language can describe the emotional condition and express an interpersonal attitude.
3. Nonverbal language supports the use of verbal language and can also serve to replace verbal language in a situation in which the use of the verbal language is considered as something difficult for communicating a message.
4. The nonverbal symbols are reflections of our feelings and responses when we are reacting.
5. Nonverbal messages cannot be separated from verbal messages.
6. Nonverbal elements are generally more general than verbal words.
7. The meaning and interpretation of a nonverbal element is seen from the context of the situation of the utterances.
8. The expression of a message will be more effective if nonverbal elements are used.

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