

Theory and Practice in Language Studies

ISSN 1799-2591

Volume 10, Number 2, February 2020

Contents

REGULAR PAPERS

- The Impact of Using CALL Online Writing Activities on EFL University Students' Writing Achievement 141
Zuhair D. Zaghlool
- Corpus-based Study of Identifying Verb Patterns Used in Pakistani Newspaper Headlines 149
Muhammad Din and Mamuna Ghani
- Metacognitive Awareness of Using Reading Strategies by TESOL Postgraduates Intakes 11 and 12 at Ho Chi Minh City Open University 157
Nguyen Thi Thu Thuy
- A Critical Analysis of the Assessment for Micro-teaching Program for English Language Teachers in the Secondary Education in Mainland China 168
Jing Shi
- Can Beauty Advertisements Empower Women? A Critical Discourse Analysis of the SK-II's "Change Destiny" Campaign 176
Huimin Xu and Yunying Tan
- Non-verbal Communication between Two Non-native English Speakers: Iraqi and Chinese 189
Khalid Wahaab Jabber and Aymen Adil Mahmood
- Beyond Identity Problem: Perspective of a Chinese Teacher of English 197
Wensheng Deng
- Study on Translations of Five Xing Theory of TCM and Its Core Terminologies 203
Jiaxing Ou and Yan Hua
- Necessity of ESP (English for Specific Purpose) Courses for Medical and Science Students at Najran University, Saudi Arabia: An Exploratory-cum-remedial Study 208
Mohammad Owais Khan
- A Study of Metaphorical Culture of "Head" 218
Man Zheng
- Cultivating the Capabilities of the Marginal Person in Language Study 223
Fei Wei
- A Mystical Reading of Ḥāfīz's Translation by Robert Bly and Leonard Lewisohn 230
Seyed Mohammad Anoosheh and Mahsa Khalili Jahromi
- An Analysis of Kite's Symbolic Meaning in *The Kite Runner* 238
Di Chen
-

A Study of Internet Chinglish under the Framework of Memetics and Its Development <i>Yuehua Lu</i>	243
Investigating the Generic Features of the Sudanese Judicial Precedents <i>Yasir Mohamed Mohamed Elhassan</i>	248

The Impact of Using CALL Online Writing Activities on EFL University Students' Writing Achievement

Zuhair D. Zaghlool

Department of English Language and Literature, College of Languages and Translation, Al-Imam Muhammad Ibn Saud Islamic University, Riyadh, Saudi Arabia

Abstract—This study aims to investigate empirically the effectiveness of using CALL online writing activities on EFL university students' writing achievement. It also attempts to reveal students' attitudes towards using CALL online writing activities in teaching writing. The sample of this study comprises forty randomly-selected male sophomore students. They are assigned to two groups: experimental and control. Both groups are taught via the regular writing teaching method; the experimental group received additional training using CALL online writing activities for eight weeks. An experimental pretest-posttest control group design is employed in this study. The instruments of the study are a writing achievement pre-posttest and a five-point Likert scale questionnaire. The results of the study revealed that there were no statistically significant differences between the achievement of the experimental group and the control group due to using CALL online writing activities. The results also indicated that EFL university students had positive attitudes towards using CALL online writing activities in teaching and learning writing. They believed that CALL online writing activities were useful, motivating, and enjoyable in addition to enhancing self-confidence and independent learning.

Index Terms—CALL, online, writing, experimental, control, attitudes, questionnaire

I. INTRODUCTION

The integration of computer-assisted language learning (CALL) into EFL classes has recently become an indispensable part of the teaching and learning process. This emphasis stems from the third phase of the history of CALL which is dominant nowadays. This phase is called integrative CALL which started at the closing decade of the 20th century due to the advent of the Internet, hypermedia, and email communication. Its ultimate aim is to integrate the four skills with each other and to integrate technology more fully into language teaching. It concentrates on real language use in a meaningful authentic context; it also encourages interactivity between the learner and Internet users around the world. Jafarian, Soori, & Kafipour (2012) pointed out, "It seems that the role of computer in education and pedagogical practices will become more and more significant and inevitable in the twenty first century. English language pedagogy benefits from using computers at every level of instruction" (p. 139). Matsuda, Canagarajah, Harklau, Hyland, & Warschauer (2003) added, "The diffusion of computers and the Internet is likely to be as important for the development of writing as was the earlier advent of the printing press" (p. 165).

In fact, the incorporation of CALL into educational settings has numerous merits. It provides learners with authentic material for study, enhances their independent learning, fosters their motivation, develops their higher order thinking skills since the information is presented in a nonlinear way, and breaks students' barriers towards learning. Pennington (2004) claims that teaching and learning in a writing class using CALL can promote more communicative dynamic learners' participation than in traditional classroom. Where students can communicate with each other over a network, the level of participation by individual students is increased, and additional opportunities for collaboration are made available. Networks also bring many different kinds of tools and sources of information within reach of student users. These potentials of CALL and computer networks both increase the learner's access to resources and add a new dimension to the L2 writing class.

It is worth illustrating that CALL applications and activities are used as a tool to supplement the process of teaching and learning, and the computer will never replace the teacher or the university professor. In addition, current CALL has changed the role of the teacher or the university professor from an imparter of information to a facilitator of learning, and the class has become more student-centered. Therefore, it is the teacher's or the university professor's responsibility in this integrative phase of CALL to search beforehand for relevant online applications and activities, so that students can access them easily without wasting their time. Levy (1997) defined CALL as the search for computer applications in language teaching and learning. Al-Nafisah (2015) adds that CALL presents, reinforces, and assesses interactive material for learning. CALL enables learners to access language teaching and learning applications. Additionally, Leffa, (2009) states that computer-assisted language learning as an approach to language teaching and learning can act as mediation and introduce a new paradigm in language teaching and research by emphasizing the relationship between the student and the instructor in the learning community.

II. STATEMENT OF THE PROBLEM

Saudi university EFL students' writing performance is not satisfactory although written communication is of paramount importance for them as they need it in writing their projects, answering exams questions, taking notes, replying to emails, etc. Mastering the writing skill is a challenge for Saudi EFL students because it is a highly conscious productive activity which requires mental effort since the writer must juggle multiple issues simultaneously such as content, organization, purpose, audience, style, vocabulary, structure, punctuation, spelling, and capitalization. Al-Salem (2010) found that Saudi EFL students' achievement in writing was lower than their achievement in other skills. He recommended that teachers should change the way they teach English language and try to use the technology in their teaching.

III. SIGNIFICANCE OF THE STUDY

The researcher hopes that this study will provide worthwhile feedback to EFL practitioners. University instructors or professors can integrate CALL online writing activities into their writing lectures, so their roles become facilitators of learning instead of providers of information. This study can help EFL students enhance their independent writing skill, confidence, and motivation. Moreover, this study is an addition to the body of researches carried out in Saudi Arabia in the realm of CALL, so it paves the way for more research to be carried out. Finally, administrators, textbooks evaluators, and curricula developers realize the crucial need to integrate technology into writing syllabuses. Therefore, this study attempted to investigate empirically the effectiveness of using CALL online writing activities on EFL university students' writing achievement. It also aimed to reveal students' attitudes towards using CALL online writing activities in teaching writing.

IV. PURPOSE OF THE STUDY

This study attempts to investigate empirically the effectiveness of using CALL online writing activities on EFL university students' writing achievement. It also aims to reveal students' attitudes towards using CALL online writing activities in teaching writing.

V. QUESTIONS OF THE STUDY

The current study attempts to address two research questions:

1. Are there any statistically significant differences between the achievement of the experimental group and the control group on the pre-post writing test?
2. What are the experimental group students' attitudes towards using CALL online writing activities in teaching writing?

VI. LIMITATIONS OF THE STUDY

This study is restricted only to paragraph writing. Besides, the findings are restricted to the number of the sample of the study which is forty EFL university students.

VII. LITERATURE REVIEW

CALL has recently received gigantic interest from EFL researchers and practitioners. They point out that the integration of CALL in EFL language teaching can improve academic performance, enhance motivation, and promote learning (Alhaqbani, 2015; Alhujaylan, 2019; Al-Mansour & Al-Shorman, 2009; Bataineh & Baniabdelrahman, 2006; Cheng, 2005; Jenks & Springer, 2002; Lin, 2002; Nuno, 2005; Sands, 2005; Verkler, 2004; Williams & Williams, 2000). In addition, numerous experimental studies have been carried out on the effectiveness of using CALL on students' writing achievement. The samples of these studies were divided into two groups: control and experimental. Their results indicated that the achievement of experimental groups students who used CALL was significantly higher than their counterparts in the control groups (Al-Bataineh, 2010; Alhaqbani, 2015; Alhujaylan, 2019; Al-Jarf, 2004; Al-Mansour & Al-Shorman, 2009; Almekhlafi, 2006; Al-Menei, 2008; Jafarian, Soori, & Kafipour, 2012; Sahin & Polatcan, 2019; Salameh, 2018; Shudooh, 2003; Zaini & Mazdayasna, 2014). However, few experimental empirical studies found that there were no statistically significant differences between in the writing performance of the experimental and control groups attributed to the use of CALL (Chen, 2005; Palenzuela, 2001).

The results of many experimental studies revealed that EFL students had positive attitudes towards using CALL in teaching and learning writing (Akbulut, 2008; Alhaqbani, 2015; Almekhlafi, 2006; Chiu, 2003; Hajimaghsoodi & Maftoon, 2018; Lyons, 2002; Rahimi & Hosseini, 2011). To conclude, the literature review emphasizes the integration of CALL into writing classes since it affects positively students' performance and attitudes. The current study is different from most of the studies reviewed because it tackled both the impact of using CALL on students' writing achievement and attitudes.

VIII. RESEARCH METHOD

A. *Participants*

The sample of this study comprised forty male sophomore students enrolled in level three majoring in English language and literature at Al-Imam Muhammad Ibn Saud Islamic University in Riyadh during the academic year 2018-2019. The age of the participants ranged from nineteen to twenty years with an average of twenty. All of them were Saudi and they shared nearly the same socio-economic background. They were selected randomly from four writing sections. They were assigned randomly to two groups: experimental and control. Each group consisted of twenty students. The experimental group students were taught via the regular teaching method and CALL online writing activities for eight weeks. The control group students were not given special treatment and were taught via the regular teaching method.

B. *Design of the Study*

An experimental pre-test-post-test control group design was employed in this study because the participants were randomly allocated to the experimental and control groups; the two groups were tested before and after the experiment. The independent variable of the study was the method of instruction which was online CALL writing activities while the dependent variable was students' achievement on the writing test.

C. *Instruments of the Study*

The instruments of the study were a writing achievement pre-posttest and a five-point Likert scale questionnaire; these instruments were prepared by the researcher. The writing achievement pre-posttest was employed to answer the first question of the study. It consisted of three parts. Part one included a paragraph followed by six questions about paragraph organization. Part two was about rearranging scrambled sentences to form a coherent paragraph. Part three asked students to write a unified coherent paragraph of about ten lines about the following topic: "The house I wish to live in". The researcher prepared a detailed rating scale to correct students' answers. Moreover, the questionnaire was designed to answer the second question of the study which was about the experimental group students' attitudes towards using CALL online writing activities in teaching writing. It consisted of twelve close-ended statements; the levels of agreement of the questionnaire were as follows: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

D. *CALL Online Writing Activities*

The Internet as a tool of CALL provides EFL learners with sheer engaging number of free interactive writing websites which contain numerous writing activities and exercises; they provide the learner with instant feedback. Therefore, the researcher accessed CALL websites and prepared the writing activities. These activities included the mechanics of writing, structure of the paragraph (topic sentence, supporting sentences, and concluding sentence), rearranging scrambled paragraphs, transition signals, organization of the paragraph (coherence, unity, and cohesion), types of paragraphs, and writing a paragraph then comparing it to an online one.

E. *Procedure*

The researcher reviewed the literature related to using CALL in teaching writing. He also accessed CALL interactive writing websites to prepare the instructional material for the experimental group. Then he prepared the instruments of the study which were a writing achievement pre-posttest and a five-point Likert scale questionnaire. The pre-posttest and the questionnaire were validated by a panel of five EFL university professors. These instruments were modified according to the panel's suggestions and comments. Furthermore, to ensure the reliability of the instruments, they were administered to a pilot sample of thirty randomly-selected EFL students from level three writing sections; this sample was excluded from the study. Then Cronbach Alpha formula was computed using SPSS program. The pre- posttest and the questionnaire were considered reliable since Cronbach Alpha was (0.84) for the pre- posttest and (0.81) for the questionnaire; these results were acceptable for the scientific research. After that, forty students were selected randomly from level three writing sections; they were divided randomly into two groups: experimental and control. Moreover, the researcher administered the writing achievement pre-posttest to both groups to ensure the homogeneity and equality of the experimental and control groups. The results were computed via the SPSS program utilizing the t-test for independent samples. The results are presented in Table 1.

TABLE 1
INDEPENDENT SAMPLES T-TEST COMPARING THE MEANS BETWEEN THE EXPERIMENTAL GROUP AND THE CONTROL GROUP ON THE PRE-TEST

Group	N	M	SD	DF	T	Sig.
Experimental	20	44.8	16.166	38	0.09	0.928*
Control	20	44.3	18.733			

* Significant at $\alpha \leq 0.05$

Table 1 indicates that there is a slight difference between the means of the experimental group and the control group since the mean of the experimental group is

(44.8) and the mean of the control group is (44.3). In addition, it is evident from Table 1 that there is no statistically significant difference between the means of the two groups since the level of significance is (0.928) which is more than (0.05). Therefore, this shows that the two groups were equal and homogenous before conducting the study.

Both groups received writing instruction via the regular method; the experimental group received two sessions of additional instruction in the computer lab via the CALL online writing activities for eight weeks; each session lasted for ninety minutes. Besides, email was utilized for communication and sending assignments between the experimental group students and the researcher. At the end of the experiment, the pre-posttest was administered to both groups, and the questionnaire was administered to the experimental group to measure their attitudes towards the experiment. A convenient way to evaluate CALL is through the investigation of students' opinions. Lasagabaster and Sierra (2003) believe that researchers should take into consideration students' opinions when CALL programs are evaluated because students are potential contributors in the development of language learning tools. Lynch (2000) recommends investigating all participants' opinions to evaluate CALL programs.

Finally, the collected data of the study were analyzed using inferential and descriptive statistics via the SPSS program. The results of the study were discussed, and conclusions were drawn from the results of the study.

IX. RESULTS

To answer the first question of the study which is "*Are there any statistically significant differences between the achievement of the experimental group and the control group on the pre-post writing test?*" the pre-posttest was administered to the two groups. The independent samples t-test was carried out to figure out whether there were statistically significant differences between the achievement of the experimental group and the control group on the post writing achievement test. The results of the analysis of the post-test scores are shown in Table (2) below.

TABLE 2
INDEPENDENT SAMPLES T-TEST COMPARING THE MEANS BETWEEN THE EXPERIMENTAL GROUP AND THE CONTROL GROUP ON THE POST-TEST

Group	N	M	SD	DF	T	Sig.
Experimental	20	69.6	14.520	38	0.09	0.066*
Control	20	61.9	10.997			

* Significant at $\alpha \leq 0.05$

Table (2) indicates that there is a difference between the mean scores of the experimental group (69.6) and the control group (61.9). Moreover, table (2) demonstrates that there are no statistically significant differences between the mean scores of the experimental and the control group since the level of significance is (0.066) which is higher than (0.05). Therefore, it can be concluded that there is no effect for using CALL online writing activities on EFL students' writing achievement.

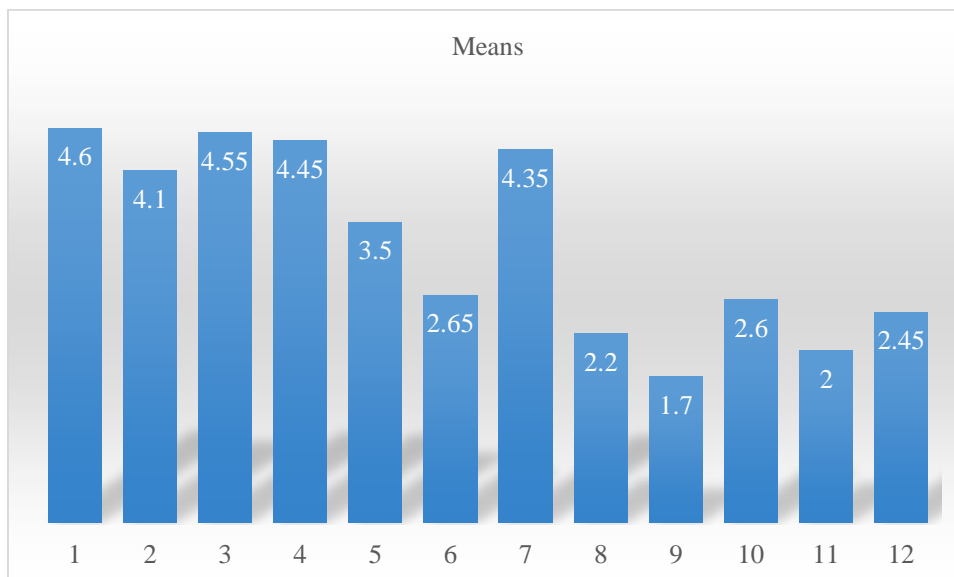
To answer the second question of the study "*What are the experimental group students' attitudes towards using CALL online writing activities in teaching writing?*"

the five-point Likert scale writing questionnaire was administered to the experimental group students. The researcher calculated the total responses, means, and standard deviations for each statement of the questionnaire. Table (3) presents the total responses, means and standard deviations of the experimental group students' responses on each statement of the questionnaire.

TABLE 3
TOTAL RESPONSES, MEANS, AND STANDARD DEVIATIONS OF THE EXPERIMENTAL GROUP STUDENTS' RESPONSES TOWARDS USING CALL ONLINE WRITING ACTIVITIES IN TEACHING WRITING

No	Statement	N	Total	Mean	Standard Deviation	Ranking
1.	CALL online writing activities are useful because they improve my writing skill.	20	92	4.60	0.503	1
2.	I like CALL online writing activities because I can access them at anytime and anywhere.	20	82	4.10	0.641	5
3.	CALL online writing activities are motivating and enjoyable.	20	91	4.55	0.510	2
4.	CALL online writing activities increase my writing self-confidence.	20	89	4.45	0.510	3
5.	CALL online writing activities should be integrated in any writing course.	20	70	3.50	0.889	6
6.	I feel comfortable when I access CALL online writing activities.	20	53	2.65	0.813	7
7.	CALL online writing activities enhance my independence in learning the writing skill.	20	87	4.35	0.587	4
8.	I think CALL online writing activities save time and effort.	20	44	2.20	0.1005	10
9.	I think CALL online writing activities promote student-teacher interaction.	20	34	1.70	0.733	12
10.	I like to access CALL online writing activities because I can get an immediate feedback to my answers.	20	52	2.60	1.095	8
11.	I think CALL online writing activities minimize my fear of making mistakes.	20	40	2.00	0.918	11
12.	CALL online writing activities provide me with authentic writing materials.	20	49	2.45	1.050	9
Total			783	39.15	4.727	

Table (3) indicates the EFL university students believe that CALL online writing activities are useful, motivating, and enjoyable. These results are drawn from statements number 1 and 3 “*CALL Online writing activities are useful because they improve my writing skill; CALL online writing activities are motivating and enjoyable.*” which have got the first and the second ranks with the sums of (92 and 91) and the highest means (4.60 and 4.55). Another significant result is that CALL online writing activities enhance self-confidence and independent learning. These results are taken from statements 4 and 7 “*CALL online writing activities increase my writing self-confidence; CALL Online writing activities enhance my independence in learning the writing skill.*” which are ranked the third and the fourth with very high means (4.45 and 4.35) and sums of 89 and 87. Moreover, students like CALL online writing activities because they have freedom to access them freely regardless of time and place. This result is manifested in statement number two which has scored a high mean (4.10) with the fifth rank. Students also support the integration of CALL online writing activities in any writing course. This finding is conveyed in sentence number five which is ranked the sixth and has scored a high mean (3.50). Finally, EFL university students don't agree that CALL online writing activities promote student-teacher interaction. This result is drawn from statement number 9 which has the lowest mean (1.70) and is ranked the twelfth. The following diagram illustrates the means of the statements of the questionnaire.



In order to identify students' attitudes towards the use of CALL online writing activities, the researcher calculated the total of each student's responses and analyzed them statistically to find out the mean and standard deviation of the experimental group. This is illustrated in Table (4).

TABLE 4
MEANS AND STANDARD DEVIATIONS OF THE EXPERIMENTAL GROUP TOWARDS USING CALL ONLINE WRITING ACTIVITIES IN LEARNING WRITING

Group	N	M	SD
Experimental	20	39.15	4.727

Table (4) indicates that the mean of the students' attitude towards using CALL online writing activities is 39.15 out of 60 and the standard deviation is 4.727. Since the mean of students' responses is higher than the mean of the questionnaire which equals ($3 \times 12 = 36$), this shows that students have positive attitudes towards using CALL online writing activities in learning writing. Furthermore, to find out whether the difference between the mean of students' attitudes and the mean of the questionnaire is statistically significant, the researcher calculated the t-test for one sample. The results are presented in Table (5).

TABLE 5
ONE SAMPLE T-TEST FOR THE DIFFERENCE BETWEEN THE MEAN OF STUDENTS' ATTITUDES AND THE MEAN OF THE QUESTIONNAIRE

Group	N	M	SD	DF	T	Sig.
Experimental	20	39.15	4.727	19	24.45	0.008*

* Significant at $\alpha \leq 0.05$

Table (5) indicates that there are twenty students in the experimental group with the mean of 39.15. It is also clear that there is a statistically significant difference between the means of the experimental group students' attitudes toward the use of CALL online writing activities and the questionnaire since the level of significance is 0.008 which is lower than (0.05). This proves that students have positive attitudes towards using CALL online writing activities in learning writing.

X. DISCUSSION

The first finding of the study was that there were no statistically significant differences between the achievement of the experimental group and the control group due to using CALL online writing activities. This finding is in harmony with the two studies: Chen (2005) and Palenzuela (2001). It was not in line with many studies: Al-Bataineh (2010), Alhaqbani (2015), Alhujaylan (2019), Al-Jarf (2004), Al- Mansour & Al-Shorman (2009), Almekhlafi (2006), Al-Menei (2008), Hajimaghsoodi & Maftoon (2018), Jafarian, Soori & Kafipour (2012), Sahin & Polatcan (2019), Salameh (2018), Zaini & Mazdayasna (2014). This finding does not mean that using CALL online writing activities in teaching writing is ineffective. It might be a result of the regular method of writing instruction at the College of Languages and Translation at Al-Imam University which integrates CALL resources into writing instruction since classrooms are equipped with CALL resources such as the data show, the podium, and Internet access; moreover,

writing textbooks also include writing Internet activities which enable students to get practice outside the classroom. This argument is backed by the questionnaire results which revealed that EFL university students had positive attitudes towards using CALL online writing activities in learning writing. They also believed that CALL online writing activities were useful, motivating, and enjoyable in addition to enhancing self-confidence and independent learning. These results are congruent with the findings of Akbulut (2008), Alhaqbani (2015), Al-Jarf (2004), Al-Mansour & Al-Shorman (2009), Almekhlafi (2006), Chiu (2003), Hajimaghsoodi & Maftoon (2018), Lyons (2002), Rahimi & Hosseini (2011), Shudooh (2003). Finally, these results indicated that using CALL online writing activities were fruitful in teaching and learning writing. Therefore, university professors should permanently integrate CALL online writing activities into their writing classes; students should be encouraged to access these activities inside and outside the classroom.

XI. CONCLUSION AND RECOMMENDATIONS

Although results of this study revealed that there were no statically significant differences between the achievement of the experimental group and the control group attributed to using CALL online writing activities, students had positive attitudes towards incorporating CALL in writing classes. Besides, EFL students indicated that CALL online writing activities were useful, motivating, and enjoyable; they enhanced self-confidence and independent learning. Therefore, it is recommended that CALL online writing activities should be integrated into every writing course. It is also recommended to replicate this study on essay writing with a larger sample, longer time span, and the addition of another instrument which is semi-structured interviews.

REFERENCES

- [1] Akbulut, Y. (2008). Exploration of the attitudes of freshman foreign language students toward using computers at a Turkish State University'. *The Turkish Online Journal of Educational Technology*, 7 (1), 18 -31.
- [2] Al-Bataineh, A. (2010). The effect of the Internet on improving foreign language students' writing performance. *An-Najah Univ. J. of Res. (Humanities)*, 24(4), 1241-1258.
- [3] Alhaqbani, M.H. (2015). Using MALL in the Saudi context: The case of WhatsApp in consolidating the writing skill of EFL preparatory year students at Al-Imam University. M.A. Thesis, Al-Imam Muhammad Ibn Saud Islamic University.
- [4] Alhujaylan.H. (2019). An Assessment of the Effectiveness of CALL in Teaching English Language Writing Skills in Saudi Arabia. *Arab World English Journal (AWEJ)*, 5, 5-27.
- [5] Al-Jarf, R. S. (2004). The effects of web-based learning on struggling EFL college writers. *Foreign Language Annals*, 37, (1), 46-56.
- [6] Al-Mansour, S. N. & Al-Shorman, R.A. (2009). The effect of computer-assisted instruction on Saudi university students' learning of English. *Journal of King Saud University- languages and Translation*, 24(1), 51-56.
- [7] Almekhlafi, A. (2006). The effect of computer assisted language learning (CALL) on United Arab Emirates English as a Foreign Language (EFL) school students' achievement and attitude. *Journal of Interactive Learning Research*, 17(2), 121-142.
- [8] Al-Menei, A. (2008). An investigation of the effect of computer-assisted writing instruction on EFL Saudi learners' ability. M.A. Thesis, King Saud University.
- [9] Al-Nafisah, k. I. (2015). Designing a computer-assisted language learning (CALL) program and measuring its effect on Saudi EFL learner's achievement in English. International Conference on eBusiness, eCommerce, eManagement, eLearning and eGovernance, 78-87. Retrieved October 19, 2019 from <https://pdfs.semanticscholar.org/e675/316389988f13e90cc92d3dee6595ca028769.pdf>.
- [10] Al-Salem, M. (2010). The Effectiveness of Cooperative-Online Synchronous Learning in Promoting Reading Skills of Freshman Female Students at the College of Languages and Translation. M.A. Thesis, King Saud University.
- [11] Batainah, R. & Baniabdelrahman, A. (2006). 'Jordanian EFL Students' Perception of Their Computer Literacy'. *International Journal of Education and Development Using Information and Communication Technology*, 2, (2), 35 -50.
- [12] Chen, L. (2005). Examining the role of the computer in EFL instruction. *Electronic Journal for the Integration of Technology in Education*, 4, 30-63.
- [13] Chiu, M. (2003). Computer Assisted Language Learning: Attitudes of Taiwanese College Students. Ph.D. Dissertation, The University of West Florida.
- [14] Hajimaghsoodi, A. & Maftoon. B. (2018). Iranian EFL learners' perception of the efficacy and affordance of activity theory-based computer assisted language learning in writing achievement. *Journal of Teaching Language Skills (JTLS)*, 36 (4), 33-66.
- [15] Jafarian, k., Soori, A., & Kafipour, R. (2012). The effect of computer assisted language learning (CALL) on EFL high school students' writing achievement. *European Journal of Social Sciences*, 27 (2), 138-148.
- [16] Jenks, M. & Springer, J. (2002) A View of the Research on the Efficacy of CAL. *Electronic Journal for the Integration of Technology in Education*, 1(2), 43-58.
- [17] Lasagabaster, D. & Sierra, J. (2003). Students' Evaluation of CALL Software Programs. *Educational Media International*, 40 (3), 293-304.
- [18] Leffa, V. J. (2009). CALL as action. In R. C. V. Marriott & P. L.Torres (Eds.), *Handbook of research on e-learning methodologies for language acquisition* (39-52). New York: Information Science Reference. doi:10.4018/978-1-59904-994-6.
- [19] Levy, M. (1997). CALL: Context and Conceptualisation. Oxford: Oxford University Press.
- [20] Lin, N. T. (2002). Motivation and Attitude toward Integrated Instruction Through Technology in College-Level EFL Reading and Writing in Taiwan. Ph.D. Dissertation, University of Pittsburgh.
- [21] Lynch, B. (2000). Evaluating a Project-Oriented CALL Innovation. *Computer Assisted Language Learning*, 13 (4), 417-440.

- [22] Lyons, H. L. (2002). The effect of technology use on student writing proficiency and student attitudes toward written assignments in a ninth-grade Language arts classroom. Ph.D. Dissertation, Idaho State University.
- [23] Matsuda, P. K., Canagarajah, A. S., Harklau, L., Hyland, K., & Warschauer, M. (2003). Changing currents in second language writing research: A Colloquium. *Journal of Second Language Writing*, 12, 151-179. doi:10.1016/S1060-3743(03)00016-X.
- [24] Nuno, J. A. (2005). Is Computer-Assisted Instruction an Effective Tool in the Reading-Writing Classroom? Ph.D. Dissertation, California State University.
- [25] Palenzuela, E. (2001). Effects of computer-assisted writing instruction on fourth grade students. Ph.D. Dissertation, The Union Institute.
- [26] Pennington, M. C. (2004). Electronic media in second language writing: An overview of tools and research findings. In S. Fotos and C. Browne (Eds.). *New Perspectives on CALL for Second Language Classrooms* (69- 92). Mahwah, NJ: Lawrence Erlbaum Associates.
- [27] Rahimi, M. & Hosseini, F. (2011). The impact of computer-based activities on Iranian high-school students' attitudes towards computer-assisted language learning. *Procedia Computer Science*, 3, 183-190.
- [28] Sahin, A. & Polatcan, N. (2019). The effect of creative writing exercises in Turkish classes on students' academic achievement: A meta-analysis. *International Online Journal of Educational Sciences*, 11 (2), 254-268.
- [29] Salameh, L.A. (2018). Measuring the effects of web-based pre-writing activities on EFL learners' writing performance. *British Journal of English Linguistics*, 6 (2), 72-85.
- [30] Shudooh, Y. M. (2003). The application of computers in writing classes. Ph.D. Dissertation, University of Cincinnati.
- [31] Verkler, K. W. (2004). Technology in the Foreign Language Classroom. *Journal of Educational Media and Library Science*, 41 (4) 455 -478.
- [32] Williams, H. S. & Williams, P. N. (2000). Integrating reading and computer: An approach to improve ESL student reading skills'. *Reading Improvement*, 37 (3), 98-101.
- [33] Zaini, A. & Mazdayasna, G. (2014). The effect of computer assisted language learning on the development of EFL learners' writing skills. *Procedia - Social and Behavioral Sciences*, 98, 1975 – 1982.



Zuhair Dawood Zaghlool is an assistant professor at the Department of English Language and Literature, College of Languages and Translation – Al-Imam Muhammad Ibn Saud Islamic University in Riyadh, Saudi Arabia. He got his Ph.D. from Amman Arab University for Higher Studies in English Language Curricula and Instruction. His research interests are in language acquisition and teaching English as a foreign language.

Corpus-based Study of Identifying Verb Patterns Used in Pakistani Newspaper Headlines

Muhammad Din

Dept. of English, The Islamia University of Bahawalpur, Pakistan

Mamuna Ghani

Dept. of English, Faculty of Arts & Islamic Learning, The Islamia University of Bahawalpur, Pakistan

Abstract—Newspaper headlines are an important subgenre of media genre and enjoy much significance in news discourse. Headlines are ascribed different functions as they are the opening section to their respective text. This corpus-driven study strives to identify those verb patterns which have been used in Pakistani newspaper headlines. To identify different verb patterns used in newspaper headlines, the researcher compiled a corpus of 3135 newspaper headlines consisting of 28646 words drawn from three on-line Pakistani English newspapers which include *The Dawn*, *The Nation* and *The News*. The researcher tagged this corpus by using the software TagAnt and analyzed this corpus with the help of corpus tool AntConc to identify the verb patterns used in these Pakistani English newspaper headlines. To this end, the researcher analyzed the compiled corpus in accordance with the POS Tags given by Tree Tagger Tag Set. This study has found different verb patterns which have been used in newspaper headlines.

Index Terms—newspaper headlines, verb patterns, news discourse, corpus, language description

I. INTRODUCTION

Newspaper headlines are an important subgenre of media genre and enjoy much significance in news discourse. Headlines are ascribed different functions as they are the opening section to their respective text. Arousing readers' curiosity, encapsulating the content of a story and monitoring readers' perception, attention and reading process are those salient features which mark newspaper headlines.

The term pattern refers to an approach to language description which involves the prioritizing of lexical items in a language and their grammatical dependencies (Hunston & Francis 1998, 1999; Francis et al. 1996; Francis 1993). According to Mason and Hunston (2004), patterns means sequence of elements in which each element comprises of a word class, group, lexical item or clause.

A. Characteristics of Headlines of English Newspapers

A newspaper headline gives reader an overall picture of news whereas newspaper headline writers use different stylistic devices to attract readers' attention. Swan (1995) styles newspaper headlines as short titles which are written in a special style. Reah (1998) maintains that headlines render a variety of functions owing to their being unique kind of texts and they enjoy specific shape, structure and content. The sensational style of headlines arouses readers' curiosity.

B. Language Features of Newspaper Headlines

The use of lexical items is one of the major language features of newspaper headlines. According to Morley (1998), the vocabulary of headlines can be unusual, sensational and short. A special register is also another feature of the language used in headlines. Hakobian and Krunkyan (2009) claim that different stylistic phonetic devices like alliteration, rhythm, rhyme, parallel constructions and antithesis render the newspaper headlines more expressive. These researchers also claim that headline writers also use some lexical stylistic devices like metaphor, metonymy, simile, allusion and various kinds of epithets. McArthur (1992) maintains that the language of headlines is affected by constraints on space. While discussing the layout and punctuation of newspaper headlines, McArthur (1992) claims that many newspapers have sedate and largely lower-case styles. The punctuation is exploited in special conventions. For instance, the sign of exclamation is used to generate interest, the question mark implies speculation or doubt and comma is used for "and". The conventional punctuation marks are sometimes ignored. For example, the use of quotation marks characterizes such allegations or statements which newspaper intends to distance itself. So far as the style and syntax of newspaper headlines are concerned, McArthur (1992) claims that quality press tends to use high register and less emotive words to be relatively sober and restrained whereas the tabloids prefer to use colloquial and pejorative language. Present-day usage is marked with concentrated sequences which string terms together and these strings entail heavy pre-modification. McArthur (1992) has also thrown light on some more features of the language of newspaper headlines like strange combinations and unintended relations, ambiguity, word-play, allusions and mixed metaphors.

C. Verb Patterns

Of the words of all classes, verbs can be described most comprehensively. The possible complementation of a verb is characterized by verb patterns. This approach to the grammar of verbs is different from the functional analysis to identify subject, object, complement clause element (e.g. Karlsson et al. 1995; Quirk et al. 1996) or participant role or case (Halliday 1994; Fillmore 1969). Mason and Hunston (2004) have described some verb patterns in three groups. The first group comprises of the patterns which include a clause element. For instance, these verb patterns are given as follows;

- verb + that clause and
- verb + noun group + wh-clause

The second group consists of the patterns which include one or more group or word class elements. These patterns have been given as follows;

- verb + noun group,
- verb + noun group + adjective/adjective group and
- verb + adverb

The third group of verb patterns consists of one or more specific lexical items. The instances of these patterns have given as follows;

- verb + as + noun group and
- verb + possessive + way + prepositional phrase or adverb.

D. Research Objective of the Study

The research objective of this study has been given as follows;

- To identify the verb patterns used in Pakistani English newspaper headlines.

E. Research Question of the Study

The research question of this study has been given as follows;

- What are verb patterns used in Pakistani English newspaper headlines?

II. LITERATURE REVIEW

Mason and Hunston (2004) have conducted a study to recognize verb patterns. To this end, these researchers have used 100 instances of the verb 'decide' from the Bank of English Corpus. This study has taken the patterns of the chosen verb from Sinclair et al. (1995) and also taken a linear instead of hierarchical approach to the patterns of the selected verb. Moe (2014) has conducted a study to analyze the language of newspaper headlines of the daily English newspaper "The New Light of Myanmar". The researcher has collected 31 newspapers to analyze them thoroughly. This study has examined the language used in headlines at graphic, graphological, grammatical, semantic and lexical levels.

Alireza and Samuel (2012) have explored the rhetorical and textual strategies employed by two newspapers in their editorial headlines to propagate their vested ideologies. The researchers have used 40 editorial headlines from two English newspapers i.e. Tehran Times and New York Times. The results of this analyses carried out in this study reveal that these two newspapers have employed existential, interactive verb and nominalization as different kinds of presupposition. Moreover, these researchers maintain that the writers of the editorials published in these papers have also employed some rhetorical devices which include parallelism, alliteration, metonymy, pun, testimonials, quotations, allusions, neologism, antithesis and irony. Klavans and Kan (2015) claim that meaningful insight into the content and type of an article can be reached by comprehending the distribution and occurrence of verbs. These researchers also believe that the analysis of verbs in a document can lead to the understanding of the conceptual map of actions and events in a document. Verbs can also help in the categorization of articles into different genres. As Biber (1989) classifies verbs into three classes of private, public and suasive.

Develotte and Rechniewski (2001) have analyzed newspaper headlines to address how headlines acquire prominence through diffusion, orient readers' interpretation and share cultural context evoked by them. This study has also identified those typical linguistic features which are used in newspaper headlines for the analysis of national representation. This study has analyzed the linguistic features of designation, appraisal and presupposition. To this end, the researchers have constituted a corpus comprising of the headlines of Australian and French newspapers. Develotte and Rechniewski (2001) claim that headlines deliberately seek impact using alliteration, puns, emotive vocabulary and rhetorical devices. Headlines also act as such signposts that highlight the route that leads the readers not only to the content of a story but also the orientation which is essential for the understanding of an article. This study has found that Australian and French corpus have made use of designation along with two other processes i.e. generalization and personification. This study also reports that newspaper headlines resort to the use of appraisal and its different forms to reinforce allusions. In the same vein, these headlines also employ the linguistic feature of presupposition particularly linguistic presupposition which is derived from syntactic structure and from anaphoric or cataphoric use and pragmatic presupposition. Znamenskaya (2005) classifies the lexical and syntactical variation found in newspaper headlines.

According to her, the omission of articles, verbs and auxiliary verbs, nominalization, use of complex noun phrases, use of short words and the use of puns are such language features which mark newspaper headlines.

Mouzuaityte (2015) has analyzed British newspaper headlines to overview newspaper style, analyze language features of newspaper headlines and indicate the frequency of those stylistic features which are used in newspaper headlines. The researcher has used descriptive statistic and descriptive theoretical analysis as the research methods. According to the findings of this study, the omission of articles, relative pronouns, determiners, verbs and auxiliaries and titles is one of the salient features of newspaper headlines. This study also reports that the headlines writers also make use of short words, loan words, nominalization and noun phrases to make them more eye-catching and attractive. According to Mouzuaityte (2015), the use of certain linguistic strategies and gimmicks also characterize English newspaper headlines. Khamahani (2015) has carried out a study to investigate the lexical density in the headlines of Tehran Times and Azeri News. To this end, the researcher has collected 200 headlines from these two newspapers. This study has analyzed grammatical pre-modification which includes the use of deictic and post deictic. But this study has chiefly focused on the analysis of lexical density found in the selected newspaper headlines. This study reports that Azeri News headlines have higher lexical density than Tehran Times. The researcher has also found that there is a remarkable use of content words in Azeri News headlines. This study also reports that there is lexical density in nominal groups which are chiefly pre-modified. Bonyadi and Samuel (2013) have carried out a contrastive study to analyze the headlines of newspaper editorials. The researchers have collected 40 editorial headlines from the electronic versions of two English newspapers i.e. Tehran Times (TT) and New York Times (NYT). This study has analyzed the headlines of the selected editorials in terms of rhetorical devices and linguistic device of presupposition. The researchers have classified the selected headlines into two categories of verbal and nonverbal for their textual analysis. According to the findings of this study, there are 75% of New York Times headlines which belonged to nonverbal category whereas 25% of them belonged to verbal category. On the other hand, of Tehran Times headlines 60% were verbal type and 40% were nonverbal. This study also reports that editorial headline writers make use of parallelism, alliteration, testimonial, metonymy, pun, irony, quotation out of context, allusion, neologism and antithesis as rhetorical devices. So far as the use of presupposition is concerned, the researchers maintain that both the papers make use of existential and lexical presuppositions for the persuasion purposes equally. Weir and Anagnostou (?) have conducted a case study in corpus analysis to explore newspapers. The data for this corpus analysis comprises of the text content of a single file of 32,070 articles from a leading Scottish daily newspaper. The analysis conducted in this study consists in the dimensions of identifying a set of top ten terms in different categories, extracting insight on gender specific terms in the compiled corpus and contrasting characteristics of the compiled newspaper corpus and reference corpus i.e. the British National Corpus (BNC). Dazdarevic et al. (2015) have conducted a study on using corpus in enhancing reporting verb patterns in teaching and learning process. According to Dazdarevic et al. (2015), corpus approach is such an excellent linguistic tool which has opened up a new world language patterns. Corpus-based teaching of grammar has proved an essential tool as it presents different grammar structures and language variations. The study has analyzed different patterns in which the verbs like 'promise', 'advise' and 'deny' have been used. According to the findings of this study, the verb promise has been used in two 'patterns' i.e. "verb + infinitive" and "verb + ConSub". Of these two patterns, the former pattern is mostly used for spoken section and the latter pattern is used for written section. So far as the patterns for the verb 'advise' are concerned, the study reports that there are five patterns in which this verb has been used. These patterns include 'advise + ing', 'advise + ConSub', 'advise + base form of verb', 'advise + modal' and 'advise + do'.

III. METHODOLOGY

To identify different verb patterns used in newspaper headlines, the researcher compiled a corpus of 3135 newspaper headlines consisting of 28646 words drawn from three on-line Pakistani English newspapers which include The Dawn, The Nation and The News. The researcher tagged this corpus by using the software TagAnt and analyzed this corpus with the help of corpus tool AntConc to identify the verb patterns used in these Pakistani English newspaper headlines. To this end, the researcher analyzed the compiled corpus in accordance with the POS Tags given by Tree Tagger Tag Set which was adopted from: <https://courses.washington.edu/hypertext/csar-v02/penntable.html>. The identified verb patterns have been presented in the section of the findings of this study.

IV. RESULTS AND DISCUSSION

This study has analyzed the compiled corpus with help of corpus tool AntConc and found different patterns of verbs which have been used in the Pakistani English newspaper headlines. The verbs which have been analyzed to identify their patterns include the verb "be" (is, was, were, being), "have" (has, having) and the present 3rd person singular, present, past, past participle and present participle forms of verb. These identified verb patterns have been given as follows;

A. Patterns of Verb 'Be'

This study has found that the verb 'be' along with its different forms i.e. 'to be', 'was', 'were', and 'being' has been used in different patterns. These patterns have been discussed as follows;

1. Patterns of Verb 'Be'

There are two types of patterns in which the verb 'be' has been used. They are given as follows;

- 1) noun + to be + past participle/adjective
- 2) noun + modal + be + noun/past participle/adjective
- 3) noun + be + past participle

These patterns have been illustrated with the help of the figures 1, 2, and 3 given as follows;

_IN province_NN 15_CD varsities_NNS to_TO be_VB accorded_VVN elite_JJ status_NN Two_CD killed_ chief_NN wants_VVZ Zardari_NP to_TO be_VB admitted_VVN to_TO hospital_NN Walking_VVG on_ Fawad_NP urges_VVZ world_NN to_TO be_VB alive_JJ to_TO perilous_JJ situation_NN Rs300

Figure 1: Screenshot of patterns of verb 'be' (to + be)

accidents_NNS Traffic_NN police_NN will_MD be_VB complainant_NN if_IN victim_NN ` ` s_NN heirs_ for_IN Sikh_JJ pilgrims_NNS will_MD be_VB completed_VVN by_IN Sept_NP 30_CD Polio_NP US_NP , France_NP , Britain_NP may_MD be_VB complicit_JJ in_IN Yemen_NP war_NN crimes_

Figure 2: Screen shot of patterns of verb 'be' (modal + be)

` ` hell_NN ` ` All_DT women_NNS issues_NNS be_VB dealt_VVN by_IN one_CD govt_NN dept_

Figure 3: Screenshot of patterns verb 'be' (noun + be + past participle)

2. Patterns of Verb 'Was/Were'

The past forms of the verb 'be' (was/were) have used as main and auxiliary verb in the verb patterns used in the newspaper headlines as follows;

- I. noun + was + noun
- II. noun + was (modal) + past participle + noun
- III. noun + were (modal) + past participle + cardinal number + noun

The following figure illustrates these verb patterns used in newspaper headlines.

verify_VV import_NN documents_NNS India_NP was_VBD a_DT miracle_NN democracy_NN .SENT But_CC Repatriated_VVN Lahore_NP ACs_NP judges_NNS were_VBD appointed_VVN 70_CD days_NNS back_RB Province of_IN Ukraine_NP phone_NN call_NN was_VBD Biden_NP Tens_NNS of_IN thousands_NNS march_

Figure 4: Screenshot of patterns of verb 'was/were'

3. Patterns of Verb 'being'

This study has found that the verb 'being' has been used as main (lexical) verb in different newspaper headlines. It has also been found that this verb is not preceded by any auxiliary verb. This pattern also implies the passive structure of those newspaper headlines in it has been used. This pattern is given as follows;

noun + being + past participle

The following screenshot of the newspaper headlines illustrates this pattern.

SC_NP to_TO gain_NN funds_NNS being_VBG deposited_VVN by_IN Bahria_NP Town_NP Agbegne urban_JJ context_NN Medical_JJ waste_NN being_VBG dumped_VVN around_IN Abbasi_NP Shaheed_NP Hosp of_IN flats_NNS for_IN workers_NNS being_VBG ensured_VVN , says_VVZ Ghani_NP Murad_NP ur Establishment_NP Division_NP Deadlines_NNS being_VBG extended_VVN as_IN NCC_NP meets_VVZ tomorrow_ :; minister_NN Court_NN orders_NNS not_RB being_VBG followed_VVN in_IN Zardari_NP case_NN :; lawyer

Figure 5: Screenshot of patterns of verb 'be' (being)

B. Patterns of Verb 'Have'

According to the findings of this study, the verb 'have' has been used as main, auxiliary and causative verb in newspaper headlines. These verb patterns have been given as follows;

- I. to + have + noun + past participle
- II. modal + have + noun + present participle
- III. modal + have + noun

The following screenshot explains these three patterns of verb 'have'.

detained for refusing to have children vaccinated Govt considering
Civil Defense , police may have difficulty meeting Muharram security
wife ` IUB students will have internship facility at civil

Figure 6: Screenshot of patterns of verb 'have'

C. Patterns of Present 3rd Person Singular Verb

This study has found that the most frequent pattern which appears in newspaper headlines comprises of the present 3rd person singular verb. There are 1225 concordance hits of this pattern used in the newspaper headlines. It has also been noted that this pattern is used to describe the actions of past as well as those of future. Mostly this form of verb is preceded by a noun or noun phrase but followed by different parts of speech. The structure of this pattern consisting of the present 3rd person singular form of verb has been given as follows;

noun + present 3rd person singular verb

According to the findings of this study, this pattern (noun + present 3rd person singular verb) is followed by different patterns like adjective, adverb, base form of verb, cardinal number, determiner, infinitive, particle, past form of verb, past participle, personal pronoun, plural noun, preposition, present participle, gerund, proper noun, proper noun plural, singular noun, wh- adverb (how) and wh-pronoun (what/who). The following figure 7 illustrates some of the patterns in the which the present 3rd person singular form of verb has been used.

from_IN becoming_VVG mayor_NN Court_NP rejects_VVZ A_DT class_NN request_NN for_IN Zardari_
_IN lab-grown_JJ brains_NNS France_NP climbs_VVZ aboard_IN hydrogen_NN train_NN revolution_NN
resolve_VV civic_JJ problems_NNS MPA_NP promises_VVZ action_NN over_IN funds_NNS embezzlement_NN B
as_IN local_JJ PTI_NP leader_NN tortures_VVZ AD_JJ land_NN record_NN Nadal_NP through_
`_` s_NN hero-turned-despot_NN Mugabe_NP dies_VVZ aged_VVN 95_CD Provincial_JJ govts_NNS advise
drill_NN at_IN Karachi_NP airport_NN finds_VVZ agencies_NNS ready_JJ to_TO respond_VV fast_
opment_NP Authority_NP dissolved_VVD PHC_NP sets_VVZ aside_RP conviction_NN in_IN honor-related_JJ
killing_NN case_NN held_VVD SHC_NP sets_VVZ aside_RP death_NN sentence_NN of_IN four_
hideouts_NNS along_IN border_NN PIA_NP plans_VVZ to_TO add_VV two_CD aircraft_NN to_
for_IN govt_NN as_IN CEC_NP refuses_VVZ to_TO administer_VV oath_NN UAE_NNS help_
in_IN Balochistan_NP ,_ KP_NP Govt_NP agrees_VVZ to_TO allow_VV 5_CD ,_ 000_CD pilgrims_NNS da

Figure 7: Screenshot of patterns of present 3rd person singular form of verb

D. Patterns of Present Form of Verb

The present study has found the following verb patterns in which the present form of verb has been used in newspaper headlines.

- I. noun + to + present form of verb
- II. wh - adverb + to + present form of verb
- III. past participle + to + present form of verb
- IV. present non-3rd person singular + to + present form of verb
- V. modal + to + present form of verb
- VI. present participle/gerund + to + present form of verb
- VII. past tense (V2) + to + present form of verb
- VIII. adjective + to + present form of verb

In all the above given patterns, the present form of verb is followed by different patterns like adjective, adverb, base form of verb, determiner, particle, past participle, personal pronoun, plural noun, preposition, present participle/gerund, proper noun, singular noun, and wh-pronoun (what/who). The following figure 8 illustrates some of the patterns in the which the present form of verb has been used.

option_NN but_♦_NN :; India_NP to_TO get_VV a_DT befitting_VVG response_NN if_IN imposed_its_PP\$ credentials_NNS They_PP can_MD file_VV a_DT charge_NN posthumously_RB against_IN Jawah Zardari_NP knows_VVZ how_WRB to_TO control_VV a_DT puppet_NN PM_NP Indian_JJ army_VVD to_TO make_VV anti-polio_NP drive_VV a_DT success_NN in_IN tribal_JJ districts_child_NN safety_NN needed_VVN to_TO stop_VV abuse_NN ,_, moot_NN told_VVD Good_JJ parentin drug_NN maker_NN ordered_VVD to_TO review_VV accounts_NNS Istanbul_NP opposition_NN leader_Oghi_NP Govt_NP fails_VVZ to_TO take_VV action_NN against_IN flawed_JJ appointments_NNS notice_NN for_IN failing_VVG to_TO look_VV after_IN Marghazar_NP Zoo_NP Tug_NN ofaward_NN Tottenham_NP throw_VVP away_RB lead_VV against_IN Arsenal_NP ,_, unease_NN persists_VV shrink_VV 26pc_JJ Traders_NNS to_TO protest_VV against_IN CNIC_JJ condition_NN on_IN Oct_drive_NN continues_VVZ Traders_NNS to_TO protest_VV against_IN CNIC_JJ condition_NN on_IN Oct_House_NP Army_NP ready_JJ to_TO thwart_VV any_DT Indian_JJ misadventure_NN Karachi_NP ` _NP hasn_♦t_NP agreed_VVD to_TO return_VV any_DT money_NN Pakistan_NP to_TO continue_mark_NN No_DT plan_NN to_TO privatize_VV any_DT Punjab_NP hospital_NN :; minister_NN P

Figure 8: Screenshot of patterns of present form of verb

E. Patterns of Past Form of Verb

The patterns in which the past of verbs has used in Pakistani newspaper headlines have been given as follows;
noun +past form of verb

noun + wh-pronoun + past form of verb

noun + wh-determiner + past form of verb

noun + adverb + past form of verb

This study has found that in all the patterns given above the past form of verb is followed by different patterns like adjective, adverb, base form of verb, determiner, particle, past participle, personal pronoun, plural noun, preposition, present participle/gerund, proper noun, singular noun, cardinal number and infinitive. The following figure 9 illustrates some of the patterns in the which the present form of verb has been used.

to_TO call_VV two_CD who_WP strayed_VVD across_IN LoC_NP terrorists_NNS slammed_VVD A s_NNS held_VVN ;; stolen_VVN items_NNS recovered_VVD Acting_NP VC_NP ` `` s_JJ appointment_NN to_in_IN Brussels_NP Ibrahim_NP ,_, Asghar_NP put_VVD Afghanistan_NP on_IN top_NN India_NP outgun_expels_VVZ WSJ_NP reporter_NN who_WP wrote_VVD about_IN Xi_NP ` `` s_NN cousin_NN Trump_leader_NN says_VVZ she_PP never_RB discussed_VVD resigning_VVG with_IN Beijing_NP Dorian_NP de blames_VVZ UAE_NNS for_IN strikes_NNS that_WDT killed_VVD 30_CD Present_JJ govt_NN should_MD

Figure 9: Screenshot of patterns of past form of verb

F. Patterns of Past Participle Form of Verb

The past participle form of verb has been used in newspaper headlines in the patterns given as follows;

I. noun + past participle

II. noun + auxiliary verb + past participle

III. noun + infinitive + past participle

IV. noun + adverb + past participle

V. noun + present participle + past participle

VI. noun + present form of verb + past participle

VII. noun + past form of verb + past participle

VIII. noun + cardinal number + past participle

According to the findings of this study, this pattern (noun + past participle form of verb) is followed by different patterns like adjective, adverb, cardinal number, infinitive, particle, noun (singular/plural), preposition and conjunction. The following figure 10 illustrates some of the patterns in the which the past participle form of verb has been used.

to_TO why_WRB police_NNS not_RB given_VVN access_NN to_TO Uzair_NP Baloch_NP for_
 govt_NN depts_NNS to_TO be_VB privatized_VVN Actor_NN did_VVD hurl_NN threats_NNS at_
 JJ restaurant_NN sealed_VVN ,_ three_CD arrested_VVN after_IN brawl_NN with_IN inspectors_NNS Paki
 of_IN second_JJ missing_JJ miner_NN found_VVN after_IN 13_CD days_NNS Reduction_NN in_IN
 018_CD New_NP Zealand_NP better_RBR acclimatised_VVN after_IN close_JJ Galle_NP loss_NN ,_ says_
 -trust_NP motion_NN to_TO be_VB moved_VVN against_IN Sanjrani_NP next_JJ week_NN Steps_
 in_IN parks_NNS Action_NN being_VBG taken_VVN against_IN schools_NNS over_IN fee_NN hike_
 in_IN Bajaur_NN blast_NN Five_CD injured_VVN as_IN vehicle_NN falls_VVZ into_IN ravine_
 on_IN the_DT cards_NNS Two_CD killed_VVN as_IN vehicle_NN falls_VVZ into_IN river_

Figure 10: Screenshot of patterns of past participle form of verb

G. Patterns of Present Participle Form of Verb

The present participle form of verb has been used in newspaper headlines in the patterns which have been given below;

- I. noun + present participle
- II. noun + preposition + present participle
- III. noun + present form (base form) + present participle
- IV. noun + auxiliary verb + present participle
- V. infinitive + preposition + present participle
- VI. noun + adjective + present participle
- VI. noun + adverb + present participle

The present study has also found that the verb patterns of present participle form of verb given above are followed by different patterns like adjective, adverb, determiner, noun, particle, past participle, cardinal number and infinitive. The following figure 11 illustrates some of the patterns in the which the present participle form of verb has been used.

V. CONCLUSION

This corpus-based study has strived to identify those verb patterns which have been used in Pakistani newspaper headlines. This study has identified different patterns in which verbs have been used. This study has identified that Pakistani newspaper headlines have mostly used base form of verb for present, past and future actions. Apart from this, it has also been found that present participle form of verb without any auxiliary verb has been used in the analyzed headlines.

REFERENCES

- [1] Alireza, B. & Samuel, M. (2012). Headlines in newspaper editorials: A contrastive study. *International Research Journal of Social Sciences*, 1 (3), pp. 1-7.
- [2] Biber, D. (1989). A typology of English texts. *Language*, 27, pp.3-43.
- [3] Bonyadi, A. & Samuel, M. (2013). Headlines in newspapers: a contrastive study. *SAGE Open*, April-June 2013: 1-10.
- [4] Dazdarevic, S., Fijuljanin, F. & Rastic, A. (2015). Using corpus in enhancing reporting verb patterns in teaching/learning process. *Journal of Transdisciplinary Studies*, 8 (2), pp.131-142.
- [5] Develotte, C. & Rechniewski, E. (2001). Discourse analysis of newspaper headlines: A methodological framework for research into national representation. Retrieved from: <https://www.researchgate.net/publication/316282294>, pp.1-17.
- [6] Fillmore, C. J. (1969). Toward a Modern Theory of Case. In D. A. Reibel & S. A. Shane (Eds.), *Modern Studies in English*, pp. 361–375, New Jersey: Prentice Hall.
- [7] Francis, G. (1993). A Corpus-driven Approach to Grammar: Principles, Methods and Examples. In M. Baker et al. (Eds.), *Text and Technology*, pp. 137–156. Amsterdam: Benjamins.
- [8] Francis, G., Hunston, S. & Manning E. (1996). *Collins Cobuild Grammar Patterns 1: Verbs*. London: HarperCollins.
- [9] Hakobian, L., and Krunkyan, K. (2009). *Newspaper Headlines. A Handbook*. Yerevan Anania Shirakatsil University of International Relations
- [10] Halliday, M. A. K. (1994). *An Introduction to Functional Grammar*. 2nd edition. London: Arnold.
- [11] Hunston, S., & Francis, G. (1998). Verbs observed: A corpus-driven pedagogic grammar. *Applied Linguistics*, 19, 45–72.
- [12] Hunston, S., & Francis, G. (1999). *Pattern Grammar: A corpus-driven approach to the lexical grammar of English*. Amsterdam: Benjamins.
- [13] Karlsson, F., Voutilainen, A., Heikkilä J. & Anttila, A. (Eds.). (1995). *Constraint Grammar: A language-independent system for parsing unrestricted text*. Berlin: Mouton de Gruyter.
- [14] Khamahani, G. (2015). A corpus-based analysis of Tehran Times and Azeri News headlines: Focus on lexical density and readability. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 2 (1), 2015, pp. 12-16.

- [15] Mason and Hunston. (2004). The automatic recognition of verb patterns: A feasibility study. *International Journal of Corpus Linguistics*, 9 (2), pp. 253-270.
- [16] McArthur, T. (1992). *The Oxford companion to the English language*. Oxford University Press. New York
- [17] Morley, J., (1998). *Truth to Tell: Form and Function in Newspaper Headlines*. CLUEB.
- [18] Moe, S. (2014). A brief study of the language of newspaper headlines used in “The New Light of Myanmar”. *Hinthada University Research Journal*, 5 (1), pp. 82-92.
- [19] Mozuraityte, R. (2015). *Newspaper style: Stylistic features of headlines*. Bachelor Thesis, Siauliai, 2015.
- [20] Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. London: Longman.
- [21] Reah, D., (1998). *The Language of Newspapers*. Routledge. London & New York.
- [22] Swan, M., (1995). *Practical English Usage*. Oxford University Press. New York.
- [23] Weir, G. R. S. & Anagnostou, N. K. (2007). Exploring newspapers: a case study in corpus analysis. In: *ICTATLL Worksop 2007*, 2007-08-01 – 2007-08-02.
- [24] Znamenskaya, T. A., (2005). *Stylistics of the English Language*. Moscow: Kom Kniga.

Muhammad Din is an Assistant Professor of English at Government Postgraduate College Burewala, Pakistan. He holds the degree of M. Phil (Linguistics) and is a PhD scholar at The Islamia University of Bahawalpur, Pakistan. His research interests cover teaching English as foreign language through literature, corpus linguistics and critical thinking.

Mauna Ghai is a Professor of Linguistics and Dean of the faculty of Arts and Management Sciences in The Islamia University of Bahawalpur, Pakistan. She holds the degree of PhD in Applied Linguistics from UK. She has special interest in motivation. She has produced more than 50 PhD scholars and hundreds of M. Phil scholars.

Metacognitive Awareness of Using Reading Strategies by TESOL Postgraduates Intakes 11 and 12 at Ho Chi Minh City Open University

Nguyen Thi Thu Thuy
Linh Trung High School, Vietnam

Abstract—Metacognitive awareness of reading strategies is significantly important for language learners at all levels, including TESOL postgraduates, as it can help them enhance their reading comprehension ability. However, if there is any one ignored or less frequently used strategy, reading comprehension definitely weakens. This study, therefore, aimed at investigating metacognitive awareness of using reading strategies by the TESOL postgraduates Intakes 11 and 12 at Ho Chi Minh City Open University, Vietnam. The current study adopted features of a mixed-methods research design to collect data in depth and breadth. A sample of eighty-one TESOL postgraduates Intakes 11 and 12 was recruited for the current study. Their awareness and factuality of using metacognitive strategies in reading process was elucidated through two instruments of a thirty-eight-item questionnaire and a five-question semi-structured interview. Then the questionnaire data were quantitatively analyzed and the interview data were qualitatively analyzed. The results of this study indicated that perils of using metacognitive strategies in reading process seemed to outweigh merits of this implementation. In addition, some metacognitive reading strategies were neglected by some TESOL postgraduates, that is, using context clues, guessing the text content, and critically analyzing and evaluating the text information (global group), discussing with others, self-questioning, and paraphrasing (support group). The study was closed by a brief conclusion of key findings.

Index Terms—metacognitive awareness, reading strategies, TESOL postgraduates, intakes 11 and 12

I. INTRODUCTION

One of the most controversial topics in the EFL reading classrooms these days is the matter of reading comprehension. In the literature, reading comprehension has been extensively set in various ways by numerous theorists. It is defined as a complex process in which a set of skills and sub-skills are employed (Cain, Oakhill, & Bryant, 2004) to understand what is read, which is the ultimate goal of any kind of reading (Carnine, Silbert, Kame'enui, & Tarver, 2009). In this sense, the desire of any EFL readers is to comprehend the texts intensively.

In reality, however, many EFL readers are still struggling to gain mastery over their reading comprehension problems (Kasim & Raisha, 2017). A variety of possible problems in the EFL reading classroom can be specified such as limited vocabulary range, lexical and syntactic knowledge, inefficient reading skills, low motivation, etc. (Grabe, 1991; Cabaroglu & Yurdaisik, 2008; Kasim & Raisha, 2017). As a matter of fact, reading is of complexity due to various obstacles (e.g. prior knowledge, language proficiency, and metacognitive capacity) causing huge influence on the readers' reading processes and their comprehension of written texts (Karbalaee, 2010; Ismail & Tawalbeh, 2015; Meniado, 2016). Reading comprehension, for those reasons, is uneasy for many EFL learners to achieve. In the same vein, Yukselir (2014) explicates that "reading comprehension is the result of complex interactions between text, setting, the reader, the reader's background, her reading strategies, her L1 and the L2 language, and the reader's decision making" (p. 66). Emerged from this author's definition, reading strategies are of the factors directly contributing to reading comprehension degree. Reading strategies are steps or actions purposely selected and conducted (Anderson, 1991; Carrell, Cajdusek & Wise, 1998) in response to specific reading purposes such as acquisition, storage, and retrieval of the text information (Anderson, 1991). These are cognitive or behavioral actions (Davies, 1995; Yang, 2006; Graesser, 2007) done by readers for repairing or solving reading problems during their decoding the texts (Yang, 2006; Grabe, 2009), and then improving their reading comprehension (Graesser, 2007). In this regard, reading strategies can help readers make sense of what they are reading, and how they will do to overcome reading problems and guarantee the success of reading comprehension (Block, 1986).

In both theory and practice, pursuing recent research bodies in the arena of reading strategies is to investigate the most effective techniques or approaches the EFL readers select to manage the written texts. Readers' awareness, monitoring and regulating of these strategies while reading are called as metacognitive awareness (Anderson, 2000). Broadly, Kuhn (2000) attributes metacognitive awareness to expanding the control of reading strategies that addresses to regulate and evaluate the execution of strategies that readers know and possess. Likewise, metacognitive awareness consists of knowledge of strategies for processing texts, the ability to supervise one's own comprehension and the ability to adjust strategies when necessary (Sheorey & Mokhtari, 2001). Many studies have broadly centralized on EFL

readers' metacognitive awareness of reading strategies, and strategy training enabling them to perform more effective reading comprehension ability. Literally, contemporary bodies of research have documented that good readers possess their comprehensive metacognitive awareness of reading strategies, and utilize these tools effectively and reasonably so as to finish the specific given reading tasks (Ismail & Tawalbeh, 2015). Put another way, Johansen (2013) expounds that good readers are strategic and active participants in their reading process; in contrast, weak readers having a passive tendency is to just read with suffering a severe lack of basic foundations, and they do not understand what they read. Unfortunately, many EFL learners, particularly in the Vietnamese context, almost suffer from several reading comprehension problems. Nevertheless, many Vietnamese students regardless of educational systems and/or levels, during their EFL reading activities, do not conceive and utilize reading strategies efficiently if any (Nguyen, 2018). There is no doubt that awareness and use of reading strategies has direct and consistent correlation with reading comprehension ability performed by the EFL readers.

With all above interest of the study and mentioned issues, together with there not being many studies about TESOL (Teaching English to Speakers of Other Languages) postgraduates' metacognitive awareness of reading strategies, the researcher made a decision to carry out an exploration of metacognitive awareness of utilizing reading strategies among TESOL postgraduates Intakes 11 and 12 at Ho Chi Minh City Open University (HCMCOU). The two research questions, accordingly, were devised for this study:

1. *How are the TESOL postgraduates Intakes 11 and 12 at HCMCOU aware of the merits and perils of using metacognitive strategies during their reading process?*
2. *How do these learners actually use metacognitive strategies during their reading process?*

II. METHODOLOGY

A. Participants

Thanks to the adoption of convenience sampling technique, the researcher recruited 81 postgraduates from TESOL11 and TESOL12 into this study, in which 42 participants belonged to TESOL11 and 39 participants belonged to TESOL12. Among these 81 participants, there were 15 males (18.5%) and 66 males (81.5%). The age variation was from 22 to 50 years old. Most of them achieved C1 level of CEFR (Common European Framework of Reference for Languages).

B. Research Design

The current study employed a mixed-methods design, which consists of both quantitative and qualitative research methods and approaches in a single study (Creswell & Clark, 2011). By reason, quantitative research method can yield specific numbers that are statistically analyzed to assess the frequency and magnitude (Creswell, 2012) of metacognitive awareness of using reading strategies by TESOL postgraduates. In addition, qualitative research method can make the investigated phenomenon deeper and wider.

C. Research Instruments

Questionnaire: The researcher decided to use a questionnaire in the present study because this quantitative tool is time-economical as compared to other tools and the easiest method to manage with large numbers of subjects (Dörnyei, 2007). The questionnaire was comprised of two sections with the total number of 38 items. The first section with eight items pertaining to the participants' awareness of merits (Items M1-5) and pitfalls (Items 1-3) of using metacognitive strategies for their reading academic texts. These items were rated on a five-point Likert-scale (*1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, 5=strongly agree*). In addition, the second section was constructed to investigate the participants' use of metacognitive strategies in reality. The content of this section was adapted from the SORS (Survey of Reading Strategies) developed by Mokhtari and Sheorey (2002) which consists of 30 items each to be rated on a five-point Likert scale (*1=never use, 2=seldom use, 3=sometimes use, 4=usually use, 5=always use*). The higher number that respondents chose, the more frequent use of the particular strategy was reflected. This questionnaire included three sub-categories of reading strategies. The first sub-category focused on Global reading strategies (GLOB) with 13 items in total labeled GLOB1-13, followed by the second sub-category associated with Problem-solving strategies (PROB) with eight items coded PROB1-8. The last sub-category was related to Support reading strategies (SUP) with nine items in total labeled SUP1-9. In overall, the questionnaire scale and four sub-scales were quite reliable when their Cronbach's Alpha values yielded by SPSS 22.0 were greater than .700 (Creswell, 2012).

Semi-structured interview: The researcher determined to deploy a semi-structured interview, which had some well-defined questions but with freedom to expand and explore in many directions (MacDonald & Headlam, 2009), when it could triangulate the questionnaire results (Johnson, 1992). Indeed, the exploitation of triangulation can diminish the possibility of bias, and accredit the validity and reliability of the findings (Mackey & Gass, 2005). The semi-structured interview consisted of five questions in total. The content of this semi-structured interview were highly consonant with that of the questionnaire.

D. Data Collection and Analysis

Questionnaire: On the agreed dates, the researcher delivered the questionnaire copies to both TESOL classes. Afterwards, the researcher realized that there were 81 questionnaire copies which were valid and acceptable. For analysis, the researcher used Statistical Package for the Social Sciences (SPSS) version 22.0 to run the descriptive statistics of the collected questionnaires, apropos of percentage (P), mean (M) and standard deviation (S.D.). Regarding the rating intervals, the researcher followed Pallant (2005)'s descriptors, including 1.00-1.80: very low (agreement/ frequency) degree; 1.81-2.60: low (agreement/ frequency) degree; 2.61-3.40: moderate (agreement/ frequency) degree; 3.41-4.20: high (agreement/ frequency) degree; and, 4.21-5.00: very high (agreement/ frequency) degree.

Semi-structured interview: The researcher recruited six participants from the target sample who voluntarily accepted to participate in the interview sessions, all of whom were coded from S1 to S6. The interview sessions took place at the united time and place so that the researcher could record whatever the interviewees shared conveniently. During this phase, the researcher used a prepared list of the questions and interviewed the students in their Vietnamese language. For analysis, the researcher complied with analytical steps suggested by Creswell (2012). Specifically, the researcher transcribed from audio texts to written texts, then translated into English, and eventually, organized interview content into the pre-determined themes and sub-themes. The first theme was peculiar to TESOL postgraduates' awareness of benefits and challenges of utilizing metacognitive strategies, while the second theme was associated with their actual utilization of metacognitive strategies in their reading process.

III. RESULTS AND DISCUSSION

Quantitative and qualitative analyses of the data were synchronously used to respond to the research questions deeply and widely. For quantitative analysis, the descriptive statistics such as percentage (P), mean (M) and standard deviation (S.D.) from the questionnaires were run. Additionally, qualitative data from the semi-structured interviews were thematically analyzed to illuminate the descriptive statistics.

A. Research Question 1

How are the TESOL postgraduates Intakes 11 and 12 at HCMCOU aware of the merits and perils of using metacognitive strategies during their reading process?

TABLE 1
THE TESOL POSTGRADUATES' AWARENESS OF MERITS OF USING METACOGNITIVE STRATEGIES IN READING

Item	Merits N = 81 (100%)	P (%)	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	M	S.D.
M1	Metacognitive strategies make my reading more purposely through self-planning.	P (%)	6.3	5.1	13.9	25.3	49.4	4.06	1.10
M2	Metacognitive strategies make my reading more strategic through self-monitoring and self-evaluating.	P (%)	2.5	6.3	12.7	20.3	58.2	4.25	.99
M3	Metacognitive strategies support me to remediate comprehension breakdown.	P (%)	0.0	0.0	17.7	27.8	54.4	4.37	.88
M4	Metacognitive strategies improve my reading comprehension ability.	P (%)	0.0	2.5	6.3	22.8	68.4	4.57	.92
M5	Metacognitive strategies enhance my reading motivation.	P (%)	10.1	7.6	15.2	26.6	40.5	3.80	1.02
Average		P (%)	3.8	4.3	13.2	24.6	54.2	4.21	.98

As can be seen from Table 4.1, the majority of the participants were positively aware of the merits of using metacognitive strategies in their reading process (M = 4.21, S.D. = .98). In specific, three quarters of the participants advocated that metacognitive strategies could make their reading more purposely through self-planning (Item M1, 49.4% strongly agree, 25.3% agree, M = 4.06, S.D. = 1.10). In addition, four-fifths of the response community believed that metacognitive strategies could make their reading more strategic through self-monitoring and self-evaluating (Item M2, 58.2% strongly agree, 20.3% agree, M = 4.25, S.D. = .99). Especially, more than four-fifths of the sample posited that metacognitive strategies could support them to remediate comprehension breakdown during reading (Item M3, 54.4% strongly agree, 27.8% agree, M = 4.37, S.D. = .88). Thus, nearly all the participants opined that metacognitive strategies could improve their reading comprehension ability. Statistically, by the highest mean score (Item M4, M = 4.57, S.D. = .92), 68.4% and 22.8% of the response community made strong agreement and agreement, respectively. Nevertheless, only two-thirds of the entire sample found that metacognitive strategies could enhance their reading motivation (Item M5, 40.5% strongly agree, 26.6% agree, M = 3.80, S.D. = 1.02).

Consistent with the questionnaire results, the interview results showed a similar tendency. When the researcher asked the first question, *According to your perception, what benefits do metacognitive reading strategies bring to your reading comprehension?*, all the interviewees specified advantages of using metacognitive strategies in reading process. All the six interviewees disclosed that they could make readers more active and independent and engaged and conscious in reading process since they looked like directions in the reading process (e.g., S1, S2, S4, S6), helping reading process more directive and strategic and purposeful (e.g., S1, S3, S5). Below are some extracts signifying the data presentation:

In my opinion and understanding, metacognitive reading strategies are goal-driven activities, helping me to control and monitor reading process. These strategies make me more active and independent in reading process. Q1-S1

As far as I know, metacognitive reading strategies are important to me since these strategies are functional, making me more active during reading process such as self-planning, self-regulating and self-evaluating. Q1-S4

First, a large number of the participants espoused that metacognitive strategies made their reading more purposely through self-planning and more strategic through self-monitoring and self-evaluating. Theoretically, metacognitive reading strategies as planned, intended, goal-directed, and future-oriented mental activities and processes that support readers think about, monitor and examine how they go on in completing a reading task (Pintrich, Wolters & Baxter, 2000). Accordingly, students without metacognitive approaches are “essentially learners without direction, or opportunity to plan their learning, monitor their progress or review their accomplishments and future directions” (O’Malley & Chamot, 1990, p. 8). Briefly, these strategies enable students to be consciously aware of how to set reading objectives and how to be effective and independent in their reading learning. In other words, the maneuvering of metacognitive reading strategies triggers readers’ thinking and contributes to more thoughtful learning and better reading comprehension performance. In addition, based on the findings of the study, the metacognitive strategies also became a functional tool in remediating their comprehension breakdown and increasing their reading motivation. Indeed, metacognitive reading strategy awareness is higher order performance strand that necessitates remediation of breakdowns of comprehension failure or evaluating the success of a reading activity (Pressley & Afflerbach, 1995, cited in Ahmadi, Ismail, & Abdullah, 2013).

TABLE 2
THE TESOL POSTGRADUATES’ AWARENESS OF PERILS OF USING METACOGNITIVE STRATEGIES IN READING

Item	Perils N = 81 (100%)		Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	M	S.D.
P1	Good use of metacognitive strategies requires me to capture what reading strategies should be used.	P (%)	0.0	0.0	19.0	31.6	49.4	4.30	.78
P2	Good use of metacognitive strategies urges me to understand how reading strategies are processed.	P (%)	0.0	0.0	22.8	24.1	53.2	4.30	.77
P3	Good use of metacognitive strategies forces me to know when and why reading strategies are used.	P (%)	0.0	0.0	8.9	13.9	77.2	4.68	.75
Average		P (%)	0.0	0.0	16.9	23.2	59.9	4.43	.77

It seemed that under the TESOL postgraduates’ perspectives, perils of using metacognitive strategies in reading process outweighed merits (M = 4.43, S.D. = .77). More specifically, four-fifths of the respondents thought that effective use of metacognitive strategies could require them to capture what reading strategies (i.e. declarative knowledge) should be used (Item P1, M = 4.30, S.D. = .78). Numerically, there were 49.4% and 31.6% of the informants rating “strongly agree” and “agree” scales, respectively. For Item P2 (M = 4.30, S.D. = .77), beyond four-fifths of the sample postulated that effective use of metacognitive strategies could urge them to understand how reading strategies are processed (i.e. procedural knowledge). Indeed, 53.2% and 24.1% of the TESOL postgraduates rated “strongly agree” and “agree” scales, respectively. Most strikingly, according to nearly 90 percent of the respondents avowed that effective use of metacognitive strategies could require them to know when and why reading strategies are used (i.e. conditional knowledge). Evidently, up to 77.2% of the surveyed students made strong agreement with this challenge, and 13.9% rated “agree” scale. Hence, the mean index of Item P3 was very high (M = 4.68, S.D. = .75). Overall, none of them disputed these three difficulties in utilizing metacognitive strategies for their reading process.

Qualitatively, the interview results from the second question, *What difficulties or challenges do you meet with when using metacognitive reading strategies?*, also exhibited a same fashion with the questionnaire ones. All the interviewees believed that it was challenging and time-consuming to seek and identify the appropriate strategies in conformity with the given reading task types (e.g., S1, S2, S3, S4, S5 and S6). Moreover, S4 specified his case that he had to choose another strategy to continue to finish the target reading task when he had chosen the unfeasible previous one. Besides, S5 summarized the challenges of utilizing metacognitive strategies by three aspects, that is, functions, operational manners and applicable time of these strategies. Evidently, some relevant extracts are cited here:

There are a lot of reading strategies, and the biggest challenge is that I must think and consciously select the suitable reading strategies to the given reading tasks. Q2-S2

I am usually confused to choose the possible reading strategies due to a plenty of reading strategies within similar functions. This costs much time. Furthermore, I sometimes have to try another strategy since the one I have chosen cannot really help me to resolve the reading tasks. Q2-S4

There exists a plenty of difficulties in use of metacognitive strategies in my reading process. The first one is that I need to grasp the knowledge about functions of specific reading strategies. The second one is that I need to understand the ways to activate these strategies. The last one is that I must know the time to use specific reading strategies. Q2-S5

In short, some challenges of utilizing metacognitive reading strategies were also recognized among the target response community of the questionnaire, including declarative knowledge, procedural knowledge, and conditional knowledge. Based on the interview results, the EFL learners confronted difficulties in identifying, selecting, and practicing appropriate reading strategies. The first challenge was labeled to declarative knowledge which refers to knowledge of reading strategies. Alternatively saying, effective utilization of the metacognitive strategies in reading process required them to grasp knowledge of reading strategies. In principle, the EFL learners need to prepare themselves with their individual knowledge of various reading strategies which can assist their reading process (Liu, 2013). When they possess this knowledge source sufficiently, they may select their decoding and comprehending path appropriately. The second challenge was due to procedural knowledge, in which the effective utilization of these strategies urged them to capture how to process various reading strategies. Actually, the EFL learners as readers have to sharpen their procedural knowledge because readers with a high level of procedural knowledge can utilize reading strategies more automatically and effectively to compensate for reading problems (Ahmadi, *et al.*, 2013). The third problem in using metacognitive reading strategies was related to conditional knowledge, in which effective utilization of the target strategies forced most of them to know time and reason for employing specific reading strategies. Academically, conditional knowledge refers to “knowing when and why” to apply different strategies or actions appropriately and effectively for their reading (Liu, 2013). Readers have got to choose various strategies most suitable for each given situation in an attempt to better regulate their reading process (Ahmadi, *et al.*, 2013). In brief, skilled readers are those who possess all declarative, procedural, and conditional knowledge about cognition. Readers need to make cognitive questions as what strategies to utilize, where, when, how, how much, how often, and why to utilize them in apprehending different texts. It is proposed by Mokhtari and Richard (2002) that “awareness and monitoring of one’s comprehension processes are critically important aspects of skilled reading” (p. 249).

B. Research Question 2

How do these learners actually use metacognitive strategies during their reading process?

TABLE 3
THE TESOL POSTGRADUATES' USE OF GLOBAL READING STRATEGIES

Item	Global reading strategies N = 81 (100%)	Never	Seldom	Sometimes	Usually	Always	M	S.D.	
GLOB1	Setting reading aims	P (%)	0.0	0.0	20.5	35.9	43.6	4.23	.77
GLOB2	Activating prior knowledge	P (%)	3.8	11.5	46.2	29.5	9.0	3.28	.92
GLOB3	Previewing the text content	P (%)	2.6	7.7	23.1	42.3	24.4	3.78	.99
GLOB4	Linking text content to reading aims	P (%)	1.3	11.5	32.1	34.6	20.5	3.62	.98
GLOB5	Skimming text characteristics (length, organization)	P (%)	0.0	5.1	25.6	39.7	29.5	3.94	.87
GLOB6	Deciding what to read	P (%)	0.0	20.5	23.1	37.2	19.2	3.55	1.03
GLOB7	Using tables, figures, and pictures	P (%)	0.0	2.6	28.2	47.4	21.8	3.88	.77
GLOB8	Using context clues	P (%)	10.3	19.2	39.7	23.1	7.7	2.99	1.08
GLOB9	Using typographical aids (bold face and <i>italics</i>)	P (%)	0.0	3.8	34.6	34.6	26.9	3.85	.87
GLOB10	Critically analyzing and evaluating	P (%)	11.5	26.9	32.1	28.2	1.3	2.81	1.02
GLOB11	Checking conflicting information	P (%)	5.1	7.7	32.1	44.9	10.3	3.47	.96
GLOB12	Guessing the text content	P (%)	10.3	20.5	43.6	19.2	6.4	2.91	1.03
GLOB13	Checking guess	P (%)	10.3	23.1	42.3	16.7	7.7	2.88	1.06
Average		P (%)	4.2	12.3	32.6	33.3	17.6	3.48	.95

As illustrated in Table 3, in the global group of reading strategies, “setting reading aims” (Item GLOB1), “skimming text characteristics” (Item GLOB5), “using tables, figures, pictures” (Item GLOB7), “using typographical aids” (Item GLOB9), and “previewing the text content” (Item GLOB3) were the most frequently practiced strategies. In details, more than three quarters of the participants frequently set their reading aims in their mind before reading (Item GLOB1, 35.9% usually, 43.6% always, $M = 4.23$, $S.D. = .77$). Besides, prior to decoding and comprehending the target texts, beyond two-thirds of the students also frequently skimmed the text characteristics such as length or organization (Item GLOB5, 39.7% usually, 29.5% always, $M = 3.94$, $S.D. = .87$), along with previewing the text content (Item GLOB3, 42.3% usually, 24.4% always, $M = 3.78$, $S.D. = .99$). During reading time, many of the surveyed students used tables, figures, pictures (Item GLOB7, 47.4% usually, 21.8% always, $M = 3.88$, $S.D. = .77$), as well as typographical aids (Item GLOB9, 34.6% usually, 26.9% always, $M = 3.85$, $S.D. = .87$) to understand the reading passages better.

By contrast, “using context clues” (Item GLOB8), “guessing the text content” (Item GLOB12), “checking guessing” (Item GLOB13), and “critically analyzing and evaluating the text information” (Item GLOB10) were the least frequently practiced reading strategies in the global group. In specific, nearly one-third of the students exploited context clues to enhance their reading comprehension (Item GLOB8, 23.1% usually, 7.7% always, $M = 2.99$, $S.D. = 1.08$). More remarkably, only one-fifth of the sample experienced the strategy of guessing the text content in their reading learning (Item GLOB12, 19.2% usually, 6.4% always, $M = 2.91$, $S.D. = 1.03$). Consequently, there was also rough one-fifth of the informants checked their guess (Item GLOB13, 16.7% usually, 7.7% always, $M = 2.88$, $S.D. = 1.06$). Thereto, many of the respondents infrequently critically analyzed and evaluated the text information (Item GLOB10, 28.2% usually, 1.3% always, $M = 2.81$, $S.D. = 1.02$).

What is more, Table 3 reveals that a smaller part of the total participants also utilized some other global strategies to some extent; for example, “linking text content to reading aims” (Item GLOB4, $M = 3.62$, $S.D. = .98$), “deciding what to read” (Item GLOB6, $M = 3.55$, $S.D. = 1.03$), “checking conflicting information” (Item GLOB11, $M = 3.47$, $S.D. = .96$), and “activating prior knowledge” (Item GLOB2, $M = 3.28$, $S.D. = .92$).

Qualitatively, to seek the reasons why the TESOL postgraduates put aside the least frequently used global strategies, the third interview question was generated, i.e. *Do you frequently use the four strategies inclusive of “using context clues”, “guessing the text content”, “checking guessing”, and “critically analyzing and evaluating the text*

information”? Why (not)? The frequency degrees were found in their responses like “sometimes” (e.g. S2, S5), “seldom” (e.g. S1, S4) or even “almost never” (e.g. S3, S6). For the most noticeable reasons, these strategies were time-consuming and frustrating, and the interviewees had sparse background knowledge.

Theoretically, global reading strategies are a set of strategies used to establish the steps for the reading act (Mokhtari & Reichard, 2002), helping readers select appropriate strategies and allocating resources before reading (Zare-ee, 2008). It is a good indication that a majority of the TESOL postgraduates at HCMCOU purposely established their aims in their mind before reading. Therefore, skimming text structures (Pressley & Afflerbach, 1995), as well as reviewing a title, picture, illustration, heading to grasp the overview of the text (Almasi, 2003) also contributed to their global understanding on the given texts. Contrariwise, “using context clues”, “guessing the text content”, “checking guessing”, and “critically analyzing and evaluating the text information” were the least frequently practiced reading strategies in this group. The reasons for this ignorance were emerged from the interview results, in which the EFL learners deemed these strategies far from their cognition ability. As a matter of fact, many readers are often deficient in linguistic input and background knowledge; yet, these strategies can lessen the negative impact of this shortage by using context clues or guessing the text content. Subsequently, their reading performance can be improved to some extent. Based on these facts, the TESOL postgraduates Intakes 11 and 12 at HCMCOU should utilize contextual clues and guesses to survive in such these cases.

TABLE 4
THE TESOL POSTGRADUATES’ USE OF PROBLEM-SOLVING READING STRATEGIES

Item	Problem-solving reading strategies N = 81 (100%)	P (%)	Never	Seldom	Sometimes	Usually	Always	M	S.D.
PROB1	Reading slowly and carefully	P (%)	0.0	0.0	28.2	42.3	29.5	4.01	.76
PROB2	Getting back	P (%)	0.0	2.6	21.8	50.0	25.6	3.99	.76
PROB3	Adjusting reading speed	P (%)	0.0	16.7	24.4	38.5	20.5	3.63	.100
PROB4	Paying closer attention	P (%)	5.1	9.0	24.4	6.4	55.1	3.97	1.28
PROB5	Stopping to think	P (%)	0.0	0.0	28.2	39.7	32.1	4.04	.78
PROB6	Visualizing information	P (%)	0.0	20.5	28.2	30.8	20.5	3.51	1.04
PROB7	Re-reading	P (%)	0.0	6.4	29.5	7.7	55.1	4.09	1.10
PROB8	Guessing unknown vocabulary meaning	P (%)	2.6	10.3	28.2	28.2	30.8	3.74	1.09
Average		P (%)	1.0	8.2	26.6	30.5	33.7	3.86	.86

As displayed in Table 4, almost all problem-solving strategies were positively practiced by the majority of the TESOL postgraduates, proved their mean values bigger than 3.40.

“Re-reading” (Item PROB7), “stopping to think” (Item PROB5), “reading slowly and carefully” (Item PROB1), “getting back when losing concentration” (Item PROB2), and “paying closer attention when the texts become more difficult” (Item PROB4) were the most frequently experienced strategies among the response community. In details, when confronting the difficult texts, a big part of the sample re-read them to accelerate their reading comprehension (Item PROB7, 7.7% usually, 55.1% always, M = 4.09, S.D. = 1.10), followed by the strategy of stopping time to time to think (Item PROB5, 39.7% usually, 32.1% always, M = 4.04, S.D. = .78) and the strategy of reading slowly and carefully (Item PROB1, 42.3% usually, 29.5% always, M = 4.01, S.D. = .76). In addition, many of them also paid closer attention in case that the texts became more complicated (Item PROB4, 6.4% usually, 55.1% always, M = 3.97, S.D. = 1.28). Also, if losing concentration while reading, three quarters of the sample frequently got back on track (Item 33, 50.0% usually, 25.6% always, M = 3.99, S.D. = .76).

Moreover, some other reading strategies in this group were preferred at medium level including “guessing unknown vocabulary meaning” (Item PROB2, M = 3.74, S.D. = 1.09), “adjusting reading speed” (Item PROB3, M = 3.63, S.D. = 1.00), and “visualizing the text information” (Item PROB6, M = 3.51, S.D. = 1.08).

Consonantly, the interview results obtained from the fourth question—*Do you favor using problem-solving strategies in your reading process?*—displayed the similar vein with the questionnaire results. In fact, all of the six interviewed participants allied their preference on use of this strategy group. They accounted that these strategies could help them to remediate comprehension breakdowns while reading. For example, S3 stated that

In my opinion, I assume that problem-solving strategies are helpful as they facilitate me to comprehend the difficult reading texts. At that time, I will do reading tasks well. Q4-S3

Overall, the results produced a positive signal that a large number of the TESOL postgraduates Intakes 11 and 12 at HCMCOU as readers emphasized monitoring strategies during their reading process, facilitating keeping the reading on track during reading, helping manage and know when things are going wrong (Ahmadi, *et al.*, 2013). In short, the favor in problem-solving strategies indicates that the TESOL postgraduates as readers were highly aware of their reading practice and able to take actions and regulate during reading so as to fix reading difficulties.

TABLE 5
THE TESOL POSTGRADUATES' USE OF SUPPORT READING STRATEGIES

Item	Support reading strategies N = 81 (100%)		Never	Seldom	Sometimes	Usually	Always	M	S.D.
SUP1	Taking notes while reading	P (%)	0.0	9.0	32.1	38.5	20.5	3.71	.90
SUP2	Reading aloud	P (%)	0.0	3.8	21.8	34.6	39.7	4.10	.88
SUP3	Summarizing information	P (%)	6.4	16.7	37.2	25.6	14.1	3.24	1.10
SUP4	Discussing with others	P (%)	11.5	23.1	29.5	32.1	3.8	2.94	1.09
SUP5	Underlining or circling information	P (%)	2.6	10.3	29.5	29.5	28.2	3.71	1.07
SUP6	Using reference materials	P (%)	0.0	0.0	23.1	39.7	37.2	4.14	.77
SUP7	Paraphrasing	P (%)	17.9	32.1	32.1	17.9	0.0	2.50	.99
SUP8	Going back and forth to find idea relationships	P (%)	7.7	6.4	28.2	29.5	28.2	3.64	1.18
SUP9	Asking myself questions	P (%)	7.7	26.9	39.7	19.2	6.4	2.90	1.01
Average		P (%)	6.0	14.3	30.4	29.6	19.8	3.43	1.00

As can be observed from Table 5, the majority of the TESOL postgraduates utilized the support reading strategies at a quite high level ($M = 3.43$, $S.D. = 1.00$). To begin with, “using reference materials” (Item SUP6), “reading aloud” (Item SUP2), “taking notes” (Item SUP1), and “underlining or circling information” (Item SUP5) were the most frequently experienced by the large number of the TESOL postgraduates in their reading process. Statistically, three quarters of the entire sample admitted that they used reference materials to support their academic reading comprehension (Item SUP6, 39.7% usually, 37.2% always, $M = 4.14$, $S.D. = .77$), followed by reading aloud strategy (Item SUP2, 34.6% usually, 39.7% always, $M = 4.10$, $S.D. = .88$). Furthermore, while reading, nearly three-fifths of the informants took their notes (Item 40, 38.5% usually, 20.5% always, $M = 3.71$, $S.D. = .90$), or underlined or circled their main text information (Item 44, 29.5% usually, 28.2% always, $M = 3.71$, $S.D. = 1.07$).

On the contrary, it seemed that a big portion of the response community ignored “discussing with others” (Item SUP4, 32.1% usually, 3.8% always, $M = 2.94$, $S.D. = 1.09$), “asking myself questions” (Item SUP9, 19.2% usually, 6.4% always, $M = 2.90$, $S.D. = 1.01$), as well as “paraphrasing” (Item SUP7, 17.9% usually, 0.0% always, $M = 2.50$, $S.D. = .99$).

Besides, during reading time, only a smaller part of the sample went back and forth to find the relationships among text ideas (Item SUP8, $M = 3.64$, $S.D. = 1.18$) and summarized the text information (Item SUP3, $M = 3.24$, $S.D. = 1.10$).

The interview results of the fifth question—*Do you frequently use three strategies inclusive of “discussing with others”, “asking myself questions”, and “paraphrasing”? Why (not)?*—triangulated the questionnaire results. To the first part of this question, two interviewees (e.g. S5, S6) chose the “discussing with others” strategy; two interviewees (e.g. S1, S4) frequently practiced the strategy of asking myself questions; and, only one interviewee (e.g. S4) were fond

of paraphrasing. To the second part of this question, this unexpected dilemma could be expounded that the participants were unfamiliar with self-raising some relevant questions during their reading; at the same time, they were afraid that paraphrasing the whole text or discussing with their classmates would cost much time.

On one hand, “using reference materials”, “reading aloud”, “taking notes”, “underlining or circling information” were the most frequently experienced by the large majority of the TESOL postgraduates in their reading. In other words, these graduates were cognitively aware of supporting tools to sustain their flow of reading comprehension (Mokhtari & Reichard, 2002). On the other hand, it seemed that a big portion of the response community ignored “discussing with others”, “asking myself questions”, and “paraphrasing”. However, in order to understand the texts better, these TESOL postgraduates Intakes 11 and 12 at HCMCOU should discuss with their classmates or teachers to clarify or exchange their understanding in a comfortable way. During reading process, in addition, they need to pose questions on the texts by themselves and then find the answers or paraphrase the texts in their own words. Indeed, the students need to read the whole text, comprehend it and then summarize it by their own words. Alternatively saying, until the students grasp the given texts, they are able to paraphrase and vice versa. Furthermore, while reading, these readers may face conflicting or complicated information. If they pose themselves with some questions and then answer by themselves, their reading comprehension is accordingly increased. It is believed that when they practice these strategies more frequently, their reading comprehension level may be much enhanced.

Generally speaking, it was obvious that the most frequent use of the metacognitive reading strategies was eventually found to be problem-solving group (M = 3.86, S.D. = .86), followed by global reading group (M = 3.48, S.D. = .95), and then support reading group (M= 3.43, S.D. = 1.00). Specifically, as evidenced in Chart 1 below, approximately two-thirds of the target sample (33.7% always, 30.5% usually) frequently practiced problem-solving strategies; meanwhile, only around a half of the response community (50.9% and 49.4%) favored global strategies (17.6% always, 33.3% usually) and support strategies (19.8% always, 29.6% usually) in their reading process, respectively.

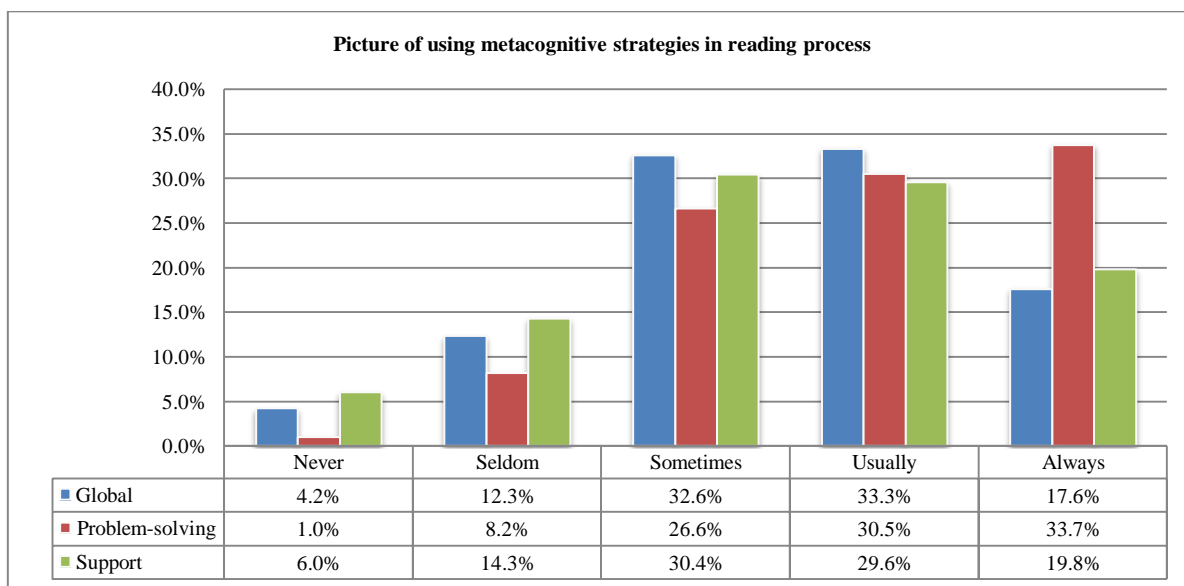


Chart 1: Picture of using metacognitive strategies in reading process

IV. CONCLUDING MARKS

Although this study faced some limitations such as the time restriction for carrying out the study (e.g. only two months) and the small number of the participants (e.g. 81 TESOL postgraduates), it also catalyzed remarkable findings as follows.

In terms of the participants’ metacognitive awareness of reading strategies, these strategies could make their reading more purposely through self-planning and more strategic through self-monitoring and self-evaluating. Besides, these reading strategies could make readers more active and independent and motivated and conscious in reading process since they looked like directions in the reading process helping reading process more directive and strategic and purposeful. Nevertheless, some challenges of utilizing metacognitive strategies in reading process were also recognized among the target response community to the questionnaire, including declarative knowledge, procedural knowledge, and conditional knowledge. In specific, many TESOL postgraduates confronted with difficulties in identifying, selecting, and practicing appropriate reading strategies.

In respect of the real picture of deploying metacognitive strategies in academic reading process, problem-solving strategies were prominently utilized among the TESOL postgraduates rather than other groups including global strategies and supporting strategies. In specific, almost all problem-solving strategies were favorably practiced by the

majority of the students such as *re-reading, stopping to think, reading slowly and carefully, getting back when losing concentration, and paying closer attention*. In addition, *setting reading aims, skimming text characteristics, and previewing the text content* were the most frequently practiced global strategies, while *using context clues, guessing the text content, and critically analyzing and evaluating the text information* were the least frequently practiced reading strategies of this group. Likewise, *using reference materials, reading aloud, taking notes, and underlining or circling information* were the most frequently exploited supporting strategies instead of *discussing with others, self-questioning, and paraphrasing*.

REFERENCES

- [1] Anderson, N. J. (1991). Individual differences in strategy use in second language reading and testing. *The Modern Language Journal*, 75(4), 464-472.
- [2] Alderson, J. C. (2000). *Assessing reading*. Cambridge: Cambridge University Press.
- [3] Ahmadi, M. R., Ismail, H. N., & Abdullah, M. K. K. (2013). The importance of metacognitive reading strategy awareness in reading comprehension. *English Language Teaching*; 6(10), 235-244.
- [4] Almasi, J. F. (2003). *Teaching strategic process in reading*. New York, NY: The Guilford Press.
- [5] Block, E. (1986). The comprehension strategies of second language readers. *TESOL Quarterly*, 20(3), 463-494.
- [6] Cabaroglu, N. & Yurdaisik, A. (2008). University instructors' views about and approaches to reading instruction and reading strategies. *The Reading Matrix*, 8(2), 133-154.
- [7] Cain, K., Oakhill, J., & Bryant, P. (2004). Children's reading comprehension ability: Concurrent prediction by working memory, verbal ability, and component skills. *Journal of Educational Psychology*, 96(1), 31-42.
- [8] Carnine, D., Silbert, J., Kame'enui, E. J., & Tarver, S. G. (2009). *Direct instruction reading* (5th ed.). Upper Saddle River, NJ: Merrill/Pearson Education.
- [9] Carrell, P., Gajdusek, L. & Wise, T. (1998). Metacognition and EFL/ESL reading. *Instructional Science*, 26, 97-112.
- [10] Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson Education.
- [11] Creswell, J. W. & Clark, V. L. P. (2011). *Designing and conducting mixed methods research*. Los Angeles: SAGE Publications.
- [12] Davies, F. (1995). *Introducing reading*. London: Penguin Books.
- [13] Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford, UK: Oxford University Press.
- [14] Grabe, W. (1991). Current developments in second language reading research. *TESOL Quarterly*, 25(3), 375-406.
- [15] Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. New York: Cambridge University Press.
- [16] Graesser, A. C. (2007). An introduction to strategic reading comprehension. In D. S. McNamara (Eds.), *Reading Comprehension: Theories, Interventions, and Technologies* (pp. 3-26). Lawrence Erlbaum Associates: New York.
- [17] Ismail, N. M., & Tawalbeh, T. I. (2015). Effectiveness of a metacognitive reading strategies program for improving low achieving EFL readers. *International Education Studies*, 8(1), 71-81.
- [18] Johansen, E. K. N. (2013). *Reading strategies in upper secondary school. How and to what extent are reading strategies taught and used in Norwegian upper secondary schools?* (Unpublished master's thesis). Norway: University of Oslo.
- [19] Johnson, D. M. (1992). *Approaches to research in second language learning*. New York: Longman.
- [20] Kasim, U., & Raisha, S. (2017). EFL students' reading comprehension problems: Linguistic and non-linguistic complexities. *English Education Journal (EEJ)*, 8(3), 308-321.
- [21] Karbalaei, A. (2010). A comparison of the metacognitive reading strategies used by EFL and ESL Readers. *The Reading Matrix*, 10(2), 165-180.
- [22] Kuhn, D. (2000). Metacognitive development. *Current Directions in Psychological Science*, 9, 178-181.
- [23] Liu, P.-Y. (2013). *Taiwanese first year university EFL learners' metacognitive awareness and use of reading strategies in learning to read: Proficiency levels and text types* (Unpublished doctoral thesis). UK: University of Exeter.
- [24] Macdonald, S., & Headlam, N. (2009). *Research methods handbook*. UK: Centre for Local Economic Strategies.
- [25] Mackey, A. & Gass, S.M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum.
- [26] Meniado, J. C. (2016). Metacognitive reading strategies, motivation, and reading comprehension performance of Saudi EFL students. *English Language Teaching*, 9(3), 117-126.
- [27] Mokhtari, K., & Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94(2), 249-259.
- [28] Mokhtari, K., & Sheorey, R. (2002). Measuring ESL students' awareness of reading strategies. *Journal of Developmental Education*, 25(3), 2-10.
- [29] Nguyen, T. B. T. (2018). Reading strategies used by Vietnamese EFL and ESL university students. *VNU Journal of Foreign Studies*, 34(2), 111-124.
- [30] O'Malley, J. M. & Chamot, A. V. (1990). *Learning strategy in second language acquisition*, Cambridge: Cambridge University Press.
- [31] Pallant, J. (2005). *SPSS survival guide a step by step guide to data analysis using SPSS for Windows*. New York: Open University Press.
- [32] Pintrich, R. R., Wolters, C. A., & Baxter, G. P. (2000). Assessing metacognition and self-regulated learning. In G. Shraw, & J. C. Impara (Eds.), *Issues in the measurement of metacognition* (pp. 43-97). Lincoln, NE: Buros Institute of Mental Measurements.
- [33] Sheorey, R., & Mokhtari, K. (2001). Coping with academic materials Differences in the reading strategies of native and non-native readers. *System*, 29, 431-449.
- [34] Yang, Y. (2006). Reading strategies or comprehension monitoring strategies? *Reading Psychology*, 27, 313-343.
- [35] Yukselir, C. (2014). An investigation into the reading strategy use of EFL prep-class students. *Social and Behavioral Sciences Journal*, 158, 65-72.

- [36] Zare-ee, A. (2008). The relationship between cognitive and meta-cognitive strategy use and EFL reading achievements. Faculty of Foreign Language and Literature, Islamic Azad University, Roudehen Branch, Tehran, Iran.



Thuy T. T. Nguyen was born in Binh Phuoc province of Vietnam on November, 8, 1983. She got her B.A. degree in English Language from HUFLIT university of Vietnam in 2007. In 2018, she earned her M.A. degree in TESOL from Ho Chi Minh City Open University, Vietnam. She has been teaching English for over 12 years at a vocational school. Currently, she works as an English teacher at Linh Trung high school of Ho Chi Minh City, Vietnam. Her research interest includes learner autonomy, TESOL methodology and educational management.

A Critical Analysis of the Assessment for Micro-teaching Program for English Language Teachers in the Secondary Education in Mainland China*

Jing Shi

School of English for International Business, Guangdong University of Foreign Studies, Guangzhou, Guangdong, China

Abstract—Significant effort has been made to support pre-service and novice teacher learning abroad; however, not enough attention has been paid to promoting pre-service and novice teacher learning via collaboration with peer teachers and more expert educators at secondary education level in the context of mainland China. In order to facilitate this type of teacher collaboration and provide necessary support for pre-service and novice English language teachers in high schools in the southern part of China, a micro-teaching program has been incorporated into the pre-service training for these novice teachers. The micro-teaching program aims at equipping novice teachers with relevant teaching skills and behaviors through practice of teaching under controlled conditions. The purpose of this paper is to trace the developmental trajectories of the novice teachers participating in this program and examine the effect of formal assessment on the development of novice teachers. This study reveals that the program can help teachers share teaching strategies and solve practical problems in teaching, thus novice teachers acquire teaching skills and gain confidence in teaching. It is recommended the faculty should incorporate the program not only in pre-training service for novice teachers but also in service for teachers to improve their teaching routine.

Index Terms—micro-teaching, pre-service teacher training, assessment and evaluation

I. INTRODUCTION

Micro-teaching, a tool for use in teacher training (Allen and Eve, 1968) is defined as “a system of controlled practice that makes it possible to concentrate on specified teaching behavior and to practice teaching under controlled conditions” (Arsal, 2014). Novice teachers have many opportunities to practice their teaching skills step by step in a controlled environment without putting students’ learning at risk. Mentor is a facilitator, with novice teachers working collaboratively, in order to practice teaching skills which include: lead-in skills, presenting skills, question-proposing skills, and using reinforcement skills etc. Micro-teaching came into existence in 1960s as a result of educational reform. An unprecedented course focusing on the training of teaching skills was launched for novice teachers in Stanford University, which is the prototype of micro-teaching. Micro-teaching aims at analyzing complicated teaching procedures and diversifying the teaching process into small steps. Micro-teaching is deemed as the most effective mode for novice teacher training because of its theoretical base. It is completely different from the “stimulus-reaction” mode based on behaviorism. Micro-teaching is based on the “assimilation-adaption” type, meta-cognition theory, and the manner of “plan-monitor-feedback-washback”. Micro-teaching has been brought into China in 1980s. At the initial stage, it was regarded as the replacement for the old style of teacher training. In accordance with the requirement of the teaching reform, Beijing College of Education has listed ten vital teaching skills for teachers in mainland China, which is the basis for the training for novice teachers. Later, scholars from mainland China have participated in the research of micro-teaching organized by the UNESCO. The effectiveness of micro-teaching has been proved from the perspective of educational theory and psychology, and micro-teaching equipment has been installed in many normal universities afterwards. Micro-teaching, as a new method of training novice teachers, has found its way into mainland China. A majority of the high-school English teachers in mainland China are English major graduates and they have not received any training concerning teaching skills before they become language teachers. Micro-teaching can, technically speaking, equip them with sufficient teaching skills.

II. THEORETICAL FRAMEWORK

Researchers have suggested and proved the benefits of micro-teaching for novice teachers as micro-teaching provides novice teachers opportunities to analyze their teaching procedures and reflect on their teaching experiences via

* This essay is sponsored by the research project “Micro-teaching for Trainee Teachers in Secondary Education” (Project Code: JCJYB2018009), supported by Guangdong University of Foreign Studies.

engaging them in demonstrations and dialogues. Novice teachers increase feelings of self-awareness and build up confidence which has a positive impact on developing teacher identity and self-efficacy. (Cousine et al.,1978; Fisher & Frey, 2019; Griffiths, 2016; Merghler & Tangen, 2010; Donnelly & Fitzmaurice, 2011)

Traditionally, before novice teachers start their teaching career, they usually are required to go through the class observation by experienced teachers and making changes in accordance with the feedback from senior teachers. The first problem with the conventional method is that it is rather challenging for observer to attend to every details of the situations happening in class. Even if the observer can pay attention to the details of the teaching, he can only focus on what he perceives. The feedback from the experienced teacher to the novice teacher usually include “You only called on students in the front,” “Not all the students are engaged, especially the ones at the back,” or “The gestures you used cannot make you understood by students. ” When the novice teacher receives these feedbacks, he or she might not be able to remember the situation well enough to reflect on his or her performance. Or the teacher might remember it differently or have different perspectives. The second problem with the traditional method is that observers tend to focus more on the teacher: how he or she teaches; rather than the students: how they learn. Too often, the observer is too busy attending to what the teacher is doing, documenting what the teacher is saying during the entire observation. Little attention is paid to the effectiveness of students’ learning. (Carver & Wallace, 1975; kablan, 2012; Phillips, 1975; Bell, 2007)

In the well-equipped micro-teaching laboratory, short segments of a teacher’s practice are captured and analyzed from different perspectives. Meanwhile, learners’ movements and reactions are also recorded. The limitations of traditional training for novice teachers can be got past by the advantages of micro-teaching.

Despite the advantages of micro-teaching, some experts often challenge the authenticity of it. In this research, novice teachers are required to bring the real problems with them: the lesson study and micro-teaching are combined and the synthesis of them can offer novice teachers opportunities to solve the real problems in the classroom. The type of micro-teaching used in this research, where novice teachers plan the teach their “lessons” to their colleagues at high school. However, there is an understandable question mark over how “authentic” the teaching is this does not necessarily mean that it cannot be a useful and beneficial tool for novice teacher to equip themselves with teaching skills. The teaching process has been decomposed into small parts and novice teachers are required to practice their teaching skills step by step. They bring into the classroom real teaching tasks and their problems and concerns about their teaching routines. (Lee & Cheng-Chih, 2006; Sachs, 1999; Yogi, 2013)

III. INTRODUCTION TO THE PROGRAM

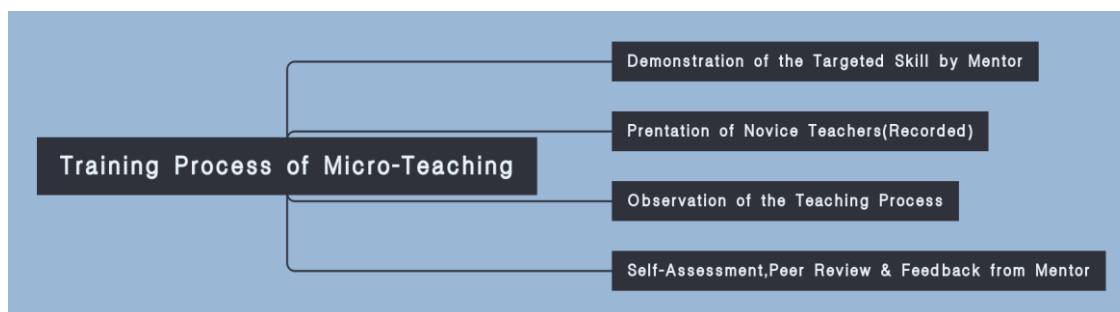
The research is conducted at an affiliated high school of a prestigious university which is renowned for its excellence in language teaching and learning. The micro-teaching laboratory (see picture 1) was established in October 2012 by the university, which was fully-equipped with the multi-functional recording appliances and other relevant electronic appliances. In order to well-prepare the novice teachers of the high school, the micro-teaching training is carried out at the micro-teaching laboratory of the university. The training course consists of six sessions. The trainer illustrates teaching skills and the novice teachers can practice the acquired teaching skills in a controlled environment. The novice teachers observe the trainers’ presentation of teachings skills; then they practice the targeted skills and the whole process is recorded. After that, their performance is analyzed and assessed; and finally they re-present the targeted skills.



Picture 1: Micro-teaching Laboratory

The researcher, also the mentor of the course, based on her teaching experience at the university for sixteen years and the guidance from the books published by Li(2009), Li(2012) and Fan & Gao(2010); journal articles from Liu &

An(2005) and Tian(2003), has decided to focus on the following teaching skills: lead-in, illustration and presentation, question-asking, feedback and reinforcement, and wrap-up. The training process for each session includes: preparation of both the mentor and novice teachers beforehand, teaching tasks accomplished by novice teachers during the training session, and assignments for novice teachers after the training session. The training process is illustrated in picture 2.



Picture 2: Training Process of Micro-Teaching

Novice teachers who have never received any relevant training have made improvement in their teaching skills by participating in this programme. From the presentation of targeted teaching skills by novice teachers and their formative assessment profile in this programme, we can safely come to the conclusion that micro-teaching is effective in terms of preparing novice teachers for the future teaching.

IV. AN ANALYSIS OF THE DEVELOPMENT OF NOVICE TEACHERS

A. The Formative Assessment from Novice Teachers

Before the implementation of the program, the formative assessment forms (see appendix) have been distributed to novice teachers. From the questionnaires collected, 95% of the novice teachers do not have much confidence in their teaching. *"I have no idea what a class should be like since I do not graduate from a normal university."* Most of the novice English language teachers at high school used to be English majors and have not received any relevant training and it is understandable for them to feel lack of confidence in their teaching positions. Based on their personal experience as students before, 80% of them reckon the presenting skills is more important than other skills, such as lead-in, questioning, and reinforcing etc. It is probably because lecturing plays a vital role in the process of teaching. The skills of question-proposing and reinforcement are another two important skills that novice teachers find challenging. It is probably because these two teaching behaviors are impulsive and novice teachers do not have enough experience to deal with the unprepared situations in class. The concluding part of a lesson is also quite difficult for novice teachers: they usually wrap up the class in a hurry because when the session ends they still have a lot to explain and elaborate on. Results from the questionnaire provide us with more information concerning the implementation of the micro-teaching program.

Assessment has been regarded as a useful tool to evaluate students' performance and the quality of learning outcomes usually are dependant of assessment. Generally, there are two types of assessment: summative assessment and formative assessment. Formative assessment is more compatible for our program because it can provide novice teachers with feedback on progress and development. The formative assessment (see appendix) in this research is an ongoing process: novice teachers receive feedback from their peers; make constructive changes accordingly afterwards; re-present their teaching and have it recorded again. Formative assessment for the micro-teaching program is beneficial in the following aspects: First, formative assessment encourages critical thinking. Assessment should not only confine itself to what will be assessed in the end of the training, but rise above it by embracing more activities that foster openness of innovative ideas towards the development of deep learning. The best way of learning is teaching. Novice teachers have to be critical and reflective on their teaching. Second, formative assessment helps to maintain motivation and self-esteem of novice teachers. Feedback from peers can influence novice teachers' motivation and sense of achievement. In the formative assessment form, we intend to encourage, rather than discourage them from improving their teaching skills. Third, formative assessment is used to develop novice teachers' ability to reflect, self-assess and self-correct. Novice teachers are assumed to occupy an active role in the assessment of their teaching. They are involved in assessing their own teaching against criteria, explore self- and peer-evaluation in different contexts (see appendix). Fourth, formative assessment for novice teachers can be more objective and constructive. Compared to the traditional observation method, the feedback from the experienced teachers is usually delayed. In this micro-teaching program, novice teachers can get feedback from the peers directly. Feedback is immediate and connected with novice teachers' understandings of what is expected of them. Feedback of quality should be frequent and of use. The formative assessment implemented in this program is an on-going evaluation for all the sessions, which can help novice teachers improve their teachings skills relevant to their future work. Feedback should not be perceived as a tool to punctuate assessment, rather than an on-going evaluation that is provided continuously. It needs to be received by novice teachers while feedback still matters to them and in time for them to pay attention to further acquisition of teaching skills. Fifth, the formative

assessment in this program is more engaging than the traditional one. Feedback should be perceived as a dialogue rather than as information transmission, if the feedback should be effective and the information provided is understood. Novice teachers not only receive initial feedback information but also have the opportunity to engage the supervisor and peers in the discussion about the feedback.


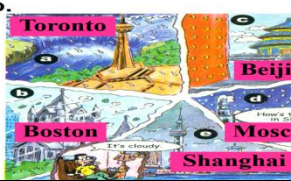
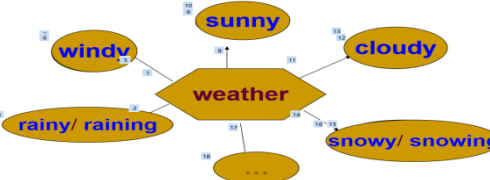
After having received a two-month sessions of micro-teaching training, teacher A reflects on his performances and the progresses he has made in the formative assessment:

“I graduated as an English major and I had not a clue about how to be a teacher. What are teaching skills? What should be an effective lesson like? Can the information be conveyed to the target audience? What is the layout of a class? --All these questions perplexed me for quite a while. Some experienced teachers came to observe my class and they gave me a lot of suggestions based on their teaching experiences. I was still quite confused about my teaching and also felt not so confident in teaching. After the training of micro-teaching, now I know what type of teaching skills I should apply in class. The feedback from my students reveals that too--my class is more lively and engaging than before. I think now I am on the right track and start to enjoy being a teacher.”

Teacher B reflected on her performance and said:

“Micro-teaching helped me to observe and analyze my own teaching, offering me a brand-new opportunity to reflect on my teaching manner. I have been a part-time teacher for several years but I have never been trained systematically as to how to be a teacher. The teaching skills involved in the micro-teaching program are useful and beneficial for my teaching. I will apply the skills I have acquired in this program in my teaching routine.”

B. The Comparative Analysis of the Teaching Materials

Before the Training	After the Training
<p>1 疑问副词 how 用来询问天气。</p> <p>2 今天天气怎么样? How's the weather today?</p> <p>3 【拓展】 询问天气还可以说:</p> <p>4 What's the weather like today?</p> <p>5 某地天气怎么样? How's the weather in+地方?</p> <p>6 = What's the weather like in+地方?</p> <p>7 表示天气如何:</p> <p>8 It's +表示天气的形容词或动词ing.</p>	<p>What do they mean?</p> <p>How's the weather?</p>  <p>Weather Report</p> <p>Good morning/afternoon, ladies and gentlemen! Here is the weather report! It's ...in Toronto. Boston is.... Thanks for listening and have a good day!</p>  <p>Summary:</p> <p>A: How's the weather ? = What's the weather like ?</p> <p>B: It's _____</p> 

Picture 3: Teaching Materials by Novice Teacher A

Before the Training	After the Training
<ul style="list-style-type: none"> • Love our family, because it creates us. • Learn to communicate, because it's part of growing up. 	<p>3Cs (Alice's suggestions)</p> <ul style="list-style-type: none"> • Complain • Communicate • Compromise (妥协) • Change

Picture 4: Teaching Materials by Novice Teacher B

Two novice teachers were selected: teacher A is male and he is responsible for the English language teaching for junior high school students; teacher B is female and she is in charge of the English language teaching for senior high school students.

The teaching materials from teacher A are concerning the lead-in section. Before the training, teacher A used complicated sentences to convey information to students: the layout of the Powerpoint slide (as shown in Picture 3) is not pleasing and too many Chinese equivalents are involved. After the training, teacher A uses pictures to visualize the information conveyed and the situational teaching method is applied which can be very useful to aid students' receiving and comprehension of the information. Before the micro-teaching, teacher A is not aware of the lead-in skills. In the teaching material he presenting, we can notice his lack of relevant skills in giving an appropriate lead-in skill as he put too much information which seems to be uninteresting to high school students. He used the "top-down" style, conveying the grammatical rules to learners, via the summary of the grammatical points in both English and Chinese. Learners usually find this slide not attractive and the "top-down" style is not engaging enough. After the training, teacher A knew how to apply certain lead-in skills to involve students in the learning process: he used less words but more visual aids which are very useful, especially for visual learners. Mind mapping and the style of weather forecast provide an abundance of information closely related to the topic of the lesson which enables learners to acquire the vocabulary and the relevant grammatical points.

The teaching materials from teacher B are for the concluding part. Before the training, she used lengthy sentences to conclude the teaching. After the training, she used simple and short words to summarize the lesson which leaves a deep impression on the students. The concluding part is also of great importance. In this part, teachers usually sum up the main ideas of the lesson, evaluate learners' performance, and assign tasks for students to do outside class. The concluding session on the right (see Picture 4) made by teacher B is obviously more simple and concise than before, but still left not enough time to learners to reflect on what they have acquired and she was not well aware of the fact whether the learners have a good command of the language skills involved. Also, the assignment was not stated clearly which might be quite confusing for high school students. Teacher B has an impeccable pronunciation and she used to be working as a part-time English teacher; but her teaching skills have room for improvement. After the micro-teaching training, she has been keenly aware of the teaching process and the teaching skills involved in a class. Now when she is designing activities in class, she takes teaching objectives and teaching skills into consideration and her class is more effective than before.

V. CONCLUSION

The micro-teaching program in this research has yielded positive results. Most of the young English teachers at high-school graduated as English majors; very often, they do not receive any professional training concerning the know-how of teaching before they start their career as a teacher. Compared to the traditional manner of teacher-training program, the micro-teaching program has three advantages: First, it makes the teacher training more objective and more emphasis has been laid upon learners. The behaviors of both the teacher and the students are all captured by the well-equipped micro-teaching laboratory, and we can examine and analyze the video clips of teaching. In this manner, novice teachers can reflect on their teaching in an innovative style which they have never experienced before. Lead-in skills, presentation skills, question-proposing skills, feedback and reinforcement etc., all these indispensable parts of teaching have been diversified and analyzed. Second, the halo effect of experienced teachers has been minimized. Novice teachers can learn from the seniors in a more objective way. Third, the video-clips can be used as materials for research: the coexistence of teaching and researching endows novice teachers with a brand-new platform for their self-development in this life-long career.

This micro-teaching program can give participating teachers the time and space to reflect on their school-based practice through collaboration with their colleagues, address some of the limitations of school-based training and can

build up their confidence in their teaching. Feedback supports the findings that novice teachers feel this program can help them to develop their teaching skills and they begin to perceive teaching through the lens of students. It can help to restructure their initial views about the role of the teacher and what learning looks like.

Micro-teaching has great potential to be unleashed. Novice teachers, for the first time, reflect on their teaching in a more objective style. All the details of their teaching have been attended to, and the feedback they receive is more effective and beneficial for their teaching work. Novice teacher adopt a brand-new perspective towards teaching and learning and their confidence in teaching starts to build up. This research has been conducted during a period of three months, and more longitudinal research is needed into the positive effects of the implementation of micro-teaching for novice English teachers at high school. This program is not only suitable for novice teachers, but also experienced teachers who are seeking for solutions to their challenges in their daily teaching routine. If this program can be implemented on a regular basis with more teachers participating in, being novice or experienced, the teaching quality of the school will be improved and teachers will feel more satisfied with teaching experience.

Micro-teaching program can function as a platform for teachers to improve their teaching skills in an objective style and provide solutions to their problems occurring in teaching. Micro-teaching would serve to satisfy the requirements for educating high-school English teachers in the Chinese context while enabling them to be more informed, curious, and critical in their teaching and researching.

APPENDIX. THE TRAINING PROFILE FOR NOVICE TEACHERS

1. Basic information

Self-evaluation before attending this program	
The most challenging part of teaching	
The most important guidance and suggestion from mentor	

2. The schedule of the program

time	skills	notes
1	Lead-in skills & language used within the classroom	
2	Displaying and proposing questions	
3	Feedback and reinforcement	
4	Organization of the class and the concluding part	

3. Teaching materials used by novice teachers

(teaching plan, Powerpoint and some other relevant materials)

4. Reflection on teaching by novice teachers

【Notes of discussion in class】
【Notes of presentation】
【Reflection of mentor's presentation】
【Reflection of teaching】

5. Assessment of teaching

【Comments from students】
【Comments from peer teachers】
【Comments from mentors】

ACKNOWLEDGEMENTS

I feel grateful for WU Daogang and ZHANG Li, who have contributed their teaching materials to this research.

REFERENCES

- [1] Allen, D.W. & Eve, A.W. (1968). Microteaching, *Theory into Practice*, 7(5): 181-185.
- [2] Arsal, Z. (2014). Microteaching and pre-service teachers' sense of self-efficacy in teaching, *European Journal of Teacher Education*, 37(4):453-464.
- [3] Bell, N.D. (2007). Microteaching: what is it that is going on here?, *Linguistics and Education*, 18(1): 24-40.
- [4] Carver, D., & Wallace, M. J. (1975). Some applications of micro-teaching to TESL. *English Language Teaching Journal*, 29(3), 184-190. Retrieved from <https://search.proquest.com/docview/57963672?accountid=11232> Accessed on 24/11/2019.
- [5] Cousin, W. D., Carver, D. J., Dodgson, C. F., & Petrie, J. K. F. (1978). Prescriptive categories in micro-teaching in a pre-service TEFL programme. *Sstem*, 6(2), 98-105. Retrieved from <https://search.proquest.com/docview/85439269?accountid=11232> Accessed on 24/11/2019.
- [6] Donnelly, R. & Fitzmaurice, M. (2011). Towards productive reflective practice in microteaching, *Innovations in Education and Teaching International*, 48(3):335-346.
- [7] Fan, J.Z. & Gao, H.X. (2010). A Course on Micro-teaching. Beijing: Beijing Normal University Press (in Chinese).
- [8] Fisher, D., & Frey, N. (2019). The micro-teaching advantage. *Educational Leadership*, 76(5), 82. Retrieved from <https://search.proquest.com/docview/2196497873?accountid=11232> Accessed on 24/11/2019.
- [9] Griffiths, J. (2016). Bridging the school placement gap with peer micro-teaching lesson study. *International Journal for Lesson and Learning Studies*, 5(3), 227-238. doi:<http://dx.doi.org/10.1108/IJLLS-11-2015-0035> Accessed on 24/11/2019.
- [10] Kablan, Z. (2012). The effect of experiential-learning model oriented micro teaching practices on pre-service teachers' skills. *Egitim Ve Bilim*, 37(163), 239-n/a. Retrieved from <https://search.proquest.com/docview/1009842184?accountid=11232> Accessed on 24/11/2019.
- [11] Lee, G. C., & Cheng-Chih, W. (2006). Enhancing the teaching experience of pre-service teachers through the use of videos in web-based computer-mediated communication (CMC): *Journal of the association for programmed learning ETTI. Innovations in Education and Teaching International*, 43(4), 369-380. Retrieved from <https://search.proquest.com/docview/210671041?accountid=11232> Accessed on 24/11/2019.
- [12] Li, J. (2012). Guidance and Training of Teaching Skills for English Language Teaching. Nanjing: Nanjing University Press(in Chinese).
- [13] Li, S. (2009). A Course on Teaching Skills Training for Professional Teachers. Beijing: Higher Education Press (in Chinese).
- [14] Liu,L.& An, Y.J. (2005). Diversified structure of micro-teaching. *Tele-education Research*, 149(9): 55-59 (in Chinese).
- [15] Merghler, A.G. & Tangen, D. (2010). Using microteaching to enhance teacher efficacy in per-service teachers, *Teaching Education*, 21(2): 199-210.
- [16] Phillips, E. T. J. (1975). Micro-teaching: A tool of in-service training. *English Language Teaching Journal*, 29(2), 120-129. Retrieved from <https://search.proquest.com/docview/57928112?accountid=11232> Accessed on 24/11/2019.
- [17] Sachs, G. T. (1999). Preservice teacher development through a more dynamic approach to micro-teaching. *Perspectives: Working Papers in English and Communication*, 11(1), 119-145. Retrieved from <https://search.proquest.com/docview/85706870?accountid=11232> Accessed on 24/11/2019.
- [18] Tian, H.W. (2003). Explore Micro-teaching, Enhance Teacher-training. *Tele-education Research*, 123(7):52-54,57(in Chinese).
- [19] Yogi, M. (2013). Developing language and teaching skills through videoconferencing and collaborative projects: a case study of English teacher training programs in Japan., *International Journal of Arts & Sciences*, 6(4), 347-362. Retrieved from <https://search.proquest.com/docview/1496696625?accountid=11232> Accessed on 24/11/2019.

Jing Shi is currently a PhD student at the University of Macau, and she holds a master degree from the University of Warwick, the UK. She is an associate professor in the School of English for International Business, Guangdong University of Foreign Studies, Guangzhou, China. Her research interests include micro-teaching and teacher development; language intervention; corpus linguistics etc.

Can Beauty Advertisements Empower Women? A Critical Discourse Analysis of the SK-II's “Change Destiny” Campaign

Huimin Xu

Hainan University, Haikou, China

Yunying Tan

Qiongtai Normal University, Haikou, China

Abstract—This study examines the advertising campaign of a beauty product SK-II, “Change Destiny” through the lens of critical discourse analysis. By unpacking the verbal language and visuals in the three advertisements and a video advertisement, this article aims to investigate how the beauty advertiser SK-II constructs the ideal images of women through discursive strategies in ads and uncover the possible ideologies underlying the advertising discourse. Adopting Kress and Van Leeuwen’s (1990, 1996) framework of ‘reading images’ and systemic functional grammar (Butt, 2012; Halliday, 1994) to analyze the texts and visuals in the ads, this study has found that the beauty brand SK-II has utilized various strategies to engage the audiences and market its products, such as problematizing the aging of women, providing personalized solutions to the problem of aging, constructing certain feminist discourses for women, and drawing itself close to the younger generation through women empowerment. The findings show that although the beauty brand claims to empower women through advocating change of destiny for women in its ads, gender ideology remains to be dominant and continues to perpetrate women. It is concluded that these new changes in the ads are simply playful discursive strategies that employed by advertisers to legitimate the new capitalism and commercialism and generate more sales.

Index Terms—critical discourse analysis, advertising campaign, systemic functional grammar

I. INTRODUCTION

In a world filled with numerous advertisements in the billboards, shops, magazines, newspapers, on the television and social media, consumers are encouraged to promote their personal images through emotional, physical and economic consumptions such as buying clothing, accessories and cosmetics. As Cook (2001) points out, “an ad is never the programme they are watching, never the letter they are waiting for, never the website they are seeking, nor the part of the newspaper they are reading” (Cook, 2001:01). Advertisements realized in the form of texts or visual imagery, colors, movements and music are considered as the medium of rhetorical, symbolic and metaphorical meaning (Hirschman & Stern, 2003). Schroeder and Zwick (2004:23) state that “Advertising imagery constitutes ubiquitous and influential bodily representations in public space, incorporating exercises of power, surveillance and normativity within the consumer spectacle”. In recent years, it is seen that some progressive social ideas have emerged in the marketing and promotional campaigns (Barkay, 2013). For instance, Dove, a personal care brand belonged to Unilever originated in the UK, launched a campaign called “Real Beauty” and criticized the dominant media-constructed notion of beauty in 2003. Although this campaign has been very successful and received public attention and increased sales, it was also harshly criticized for using corporate power to create imagery larger size of women. Such representation of women’s image is believed to be conformity to the beauty ideology rather than transgression and feminism (Taylor, Johnston & Whitehead, 2016). After this, more beauty advertisements are advocating to empower women by promoting the images of feminist independence such as encouraging “power”, “freedom” and “change” in the ads. This conspicuous trend has attracted much attention especially when the “#Me too” movement began on social media in 2017. For instance, Olay joined the women empowerment movement and launched the ad campaigns “Your Best Beautiful” and “Face Anything” in 2014 and 2018 respectively. The new trend in beauty advertisement is in line with the so-called new capitalism, referring to “the most recent of a historical series of radical re-structurings through which capitalism has maintained its fundamental continuity” (Jessop, 2000, cited in Fairclough, 2003:4). As Fairclough (2003) argues that the contemporary social changes are certain to have impacts on many areas of our social life, and it is of significance for contemporary social research to focus on the new changes under the new capitalism, such as “globalization”, “consumer culture”, post- or late- “modernity” (p.4). Li (2002) also claims that some public matters in our life are closely connected to the evolution of these issues in news media. As beauty industry has become daily necessity for women, it is worth noting to study how these new changes involved in the advertising discourse and how the gender ideology continues to perpetrating women. Thus, by adopting a CDA approach, this study attempts to examine how the beauty brand has used

various linguistic and visual strategies in its advertisements and to uncover the ideological force interplaying between the advertising discourse and the socio-cultural context in Asia.

II. LITERATURE REVIEW

This study adopts Critical Discourse Analysis (CDA) as its theoretical foundation. As a multidisciplinary approach, CDA focuses on how power relations are exercised, enacted, and naturalized in discourse (Machin & Mayr, 2012). Fairclough (1989) states that “critical” is used to reveal the relationship between language, power and ideology. Critical discourse analysts Norman Fairclough, Ruth Wodak and Teun van Dijk hold the view that language is a means of social construction: language shapes and is shaped by social structures. It is through discursive practice such as texts and visuals that ideologies are reproduced, legitimated and naturalized as the “taken-for-granted” norms in the society (Fairclough, 2001). Established by theorists like Hodge and Kress (1988) and Kress and van Leeuwen (2006), social semiotic approach focuses on the meaning-making in visual communications, such as images, photographs, diagrams, media and film studies. Similar to CDA, social semiotics is dedicated to “denaturalize” the taken-for-granted assumptions such as values and beliefs in the visuals and intends to reveal the power interests hidden in the images. Drawing on systemic functional grammar, Kress and van Leeuwen (2006) propose the concept of visual communication called “Multimodal Analysis”, focusing on how language, image and other modes of communication work together to construct meaning in media and cultural studies. Unlike the linguistic speech which merely focuses on texts, semiotics gives attention to other non-verbal modes which are in play with speech, such as color, lighting, gesture, facial expression, spatial positioning and etc. The semiotic choices made by meaning makers can signify certain values, ideas, identity and activity through visual communication to audiences, thus these semiotic choices do not simply represent the message but also constitute and maintain certain ideology through social practice (Machin and Mayr, 2012). In CDA, ideology, referring to ideas, beliefs, values, reflects the interests of the powerful and can be found in all aspects of social life. The primary focus in critical discourse studies is to analyze how the power relations entwined with language and visuals and uncover the ideology underlying in the social-cultural context.

Applications of CDA as theoretical foundation in the studies of beauty advertising have been numerous. Considerable studies have been made in exploring how advertisers use various linguistic strategies to represent consumers and promote the action of buying. In terms of research objects, most previous studies concentrated on fashion magazines (Baykal, 2016; Brown & Knight, 2015; Coupland, 2007; Duncan & Klos, 2014; Jerslev, 2017; Machin & Thornborrow, 2003; McLoughlin, 2013; Wilińska & Cedersund, 2010) and online ads (Harrison, 2008; Mullany, 2004). A variety of methodologies have been used to examine the multimodal texts of beauty advertising, including social semiotic theory (Machin & Thornborrow, 2003; McLoughlin, 2013), interviews (McCabe, de Waal Malefyt, & Fabri, 2017; Millard, 2009; Taylor, Johnston, & Whitehead, 2016) and systemic functional grammar (Chander, 2015; Wilińska & Cedersund, 2010). By analyzing the representation of consumers in the advertisements, scholars are dedicated to investigate how certain ideology is continually structured, restructured, reinforced and legitimized in the advertising discourse. De Cort (2009) made a comparative study of the printed beauty advertisements in two countries (Belgium and Malaysia) through using multimodal analysis. The findings show that Western beauty standards are universal even in Asian advertisements despite some different representation existing between the advertisements of these two countries. Wilińska and Cedersund (2010) studied the media discourse of aging in Poland through the examination 121 relevant articles in news magazines reflecting or creating attitudes towards older people in the 2004-2007 periods. By applying Appraisal theory (Martin & White, 2005), this study found that the media discourse in Poland had discursively constructed stereotypes and discrimination towards the aging population. Negative attitudes towards old people are found to be consistent with the Polish welfare system which encourages personal responsibilities of taking care of the self after retirement – an ideology of anti-welfarism. Chander (2015) explored the linguistic strategies used in beauty advertisements through Halliday’s (1994) systemic functional grammar. It is found that the advertisers have used various linguistic options to attract consumers and purchase their products.

As there is growing attention given to the evolution in the advertising discourse, scholars have begun to concentrate on the innovative linguistic and visual cues employed in the beauty advertisements (Duncan & Klos, 2014; Harrison, 2008; Machin & Thornborrow, 2003; McLoughlin, 2013). Machin and Thornborrow (2003) conducted a visual analysis on gender discourse in the magazine *Cosmopolitan*. In this study, it is found that magazine had generated a fantasy world through visual message of low modality, allowing a particular kind of agency for women, mainly sex, to indicate power. In Harrison’s (2008) study, a new trend of constructing masculine identity was found in an online advertisement for male mascara. Using social semiotic theory and systemic functional grammar as methodology, this study (Harrison, 2008) reveals that the advertisers have generated a dialectic discourse which encourages men to consume the feminine-style products without losing their masculine qualities. Another similar study was conducted by McLoughlin (2013). Through adopting a multimodal analysis, this study examined the representation of British Asian women in the beauty and fashion advertisement of a UK magazine. This study found that the ideological whiteness still plays a dominant role as the skin-lightening products are constructed as a formula for British Asian women to acquire privileges and change the racial identity. Duncan and Klos (2014) analyzed the texts in American women’s fitness/beauty magazines regarding the advice on diet/exercise between 2007 and 2009. It is found that modern practices of consumption are contradictory as the perfection fitness status in the magazines is alluring but also daunting. The

advertisements encourage women to liberate themselves from the fitness/beauty standards while simultaneously call for women to follow the suggestions provided by the magazines or purchase the products/services. Duncan and Klos (2014) concluded that this paradox that lies in the advertisements has been (re)produced and legitimated by the textual contradiction over 20 years albeit the diet/fitness discourse becomes more creative and duplicitous. These studies have showed that the media has playfully and strategically construct a certain representation of men/women based on certain ideologies and interests.

After reviewing the previous literature, two research gaps are identified in the Critical Discourse Analytical literature on beauty advertising discourse. The first is that little attention is paid to the recent new practices of the beauty advertising discourse in Asian context. The second research gap is the lack of a close examination of how a globalized beauty brand promotes its products through international advertisements in a long period. For the object of the analysis in this study, SK-II, a globalized Japanese cosmetics and beauty brand established in the early 1980s, draws our attention as it has successfully branded itself through a series of advertising campaigns both in Western and Asian market. The campaign “Change Destiny” launched in 2015 marked a new chapter as SK-II aroused the women empowerment in its global advertisements. In order to exposes the possible beauty ideologies hidden in the evolutions of the beauty advertisements, this study probes into the discursive patterns hidden in the texts and visuals of the SK-II’s advertisements in the 2010-2017 period by using social semiotics approach and systemic functional grammar as methodology. Three research questions are as followed: i) How is women’s image being constructed in the SK-II advertising campaign in 2010, 2015 and 2017? ii) Is there a social progress for gender equality in the recent SK-II advertisements than that of in earlier years? iii) What is the beauty ideology permeating the beauty advertisements in Asia?

III. METHODOLOGY

The current study is based on SK-II’s advertisements collected from online websites in the period of 2010 to 2017. SK-II is a global skincare brand owned by parent company Procter & Gamble (P&G) and is selling super-premium skincare products in East Asia, North America, Europe and Australia. The reason for choosing this brand among other beauty-product advertisements was SK-II’s significant success in the promotion of its products. According to the annual report in 2018, SK-II has been very successful in its brand-building as the sales of its leading product – The Facial Treatment Essence (Pitera Essence) has increased in 15 consecutive quarters, contributing more than 30% growth of SK-II’s sales growth in the fiscal year of 2018 (*P&G 2018 Annual Report*, 2018: 08). The advertisement of this product was chosen as it is the SK-II’s bestseller among all of the beauty products. Besides, SK-II has been considered as a luxury beauty brand targeting on the middle class due to its high price and brand image. Thus, four pictures advertisements covering 2010, 2015 and 2017 were selected from magazine and online websites, and a video advertisement of SK-II was extracted from YouTube. The methodologic tools for this study are based on a combination of systemic functional discourse analysis and social semiotic visual analysis as both are considered as part of the “media discourse” approach in CDA (Machin & Van Leeuwen, 2007).

The three meta-semiotic functions of modes, composition-interaction-representation framework will be adopted. Composition discusses the modes such as layout, color, frames in visuals and verbal texts; interaction concentrates on how images and language combine together to create imaginary relationships between the represented participants and imaged viewers; and representation refers to how language and image mix demonstrate the meaning, action, or symbolic concepts (Kress & Van Leeuwen, 2006). At the same time, Halliday’s (1978, 2014) systemic functional linguistics (SFL) studying how meaning are made in different contexts is adopted to analyze the texts. Chouliaraki and Fairclough (1999:139-141) state that “SFL theories language in a way which harmonizes far more with the perspective of critical social science than other theories of language...[because] it sees language dialectically as structured and structuring”. Thus, visual and textual analysis are equally important in this study as the integration of social semiotics and SFL can help us better understand the ideologies and power relations hidden in the language and visual imagery. Table 1 shows the three metafunctions in SFL.

TABLE I.
THREE METAFUNCTIONS IN SFL

Systemic functional linguistics (SFL)	
Ideational metafunction	Refers to the internal and external worlds that are constructed by a speaker’s experience. Analyzed by units of ranked clause, it creates representation by the naming the types of participants and the use of different types of process, including Material, Verbal, Mental, Relational and Existential process.
Interpersonal metafunction	Refers to the way that text mediates as exchange between the speaker and audience through modality and Mood – declarative, interrogative, and command.
Textual metafunction	Refers to the way in which the ideational and interpersonal metafunctions integrate to generate a coherent and cohesive text.

Due to the length of this study, it would be impossible to provide a detail description of the three metafunctions. I assume that readers of CDA have already been familiar with SFL, so the table is just the general explanation of the metafunctions in SFL.

IV. ANALYSIS

The following data shows the transformation in SK-II's advertisement from 2010 to 2017. Excerpt 1 presents an aging woman with natural femininity, creating a sense of intimacy and empathy to connect to the readers through visual and verbal communication in the print advertisement. Excerpt 2 shows the image of entrepreneurial femininity as the image of a professional woman is presented. Excerpt 3 and 4 show an image of a much younger female generation with strong personality, individuality and career success.

A. Excerpt 1

Figure 1 is the SK-II print advertisement extracted from the magazine *Vogue* in Aug 2010. The famous Hollywood actress Cate Blanchett (41-year old in 2010) has been the earliest ambassador for SK-II since 2002.



Fig. 1 Cate Blanchett - SK-II Print Advertisement, *Vogue*, 2010

The design of this advertisement is a mix of lots of visuals and verbal message in a rectangle of texts under the photo. As for the visual design, the dominant color of the page is a sepia, which is a reddish-brown color. An image with head-and-shoulder creates a warm relation and close distance with the readers. It seems like the visual of the product and the verbal texts are more important as they are in the foreground against the character who is in the background and some of her body parts are hidden by the product. Although the character occupies more space on the page, she is more of sitting in the backdrop and the left side of her body is in the shadow comparing to the shining light shedding of the product on the right-hand of the page, on which there is a salient logo “SK-II” imprinted in the center of the bottle. The sign makers usually attempt to create interactional relationship with the imaged readers, the angle of the shots, the distance, the type of gaze and facial expression all carry meaning (Kress & Van Leeuwen, 2006). In this advertisement, Cate Blanchett is appearing with warm direct eye contact, she is calm, friendly and with slightly mess-up hair and home clothing. With partly naked in her upper body, a sensual and enticing image is created. Besides, she is leaning forward to the reader with her head slightly tilting and her arms crossing in the front. There is more lighting on her face and the right side of upper arm. It can be implied that she just wakes up or about to bed. She might just have finished applying the Facial Treatment Essence on her face after a shower as there are a few hair bands on her right wrist. She is happy and satisfied with her skin look and communicating to readers with direct gaze like a girlfriend sharing her beauty secret. The visual conveys a feminine style and the plot is easily to resonate with female audience as this go-to-bed scene is similar to consumers in everyday life. Such visuals create an intimate relationship with readers and produce imaginary sisterhood and friendship.

As for the language in the ad, the big size words – the “SK-II” logo in the upper right-hand corner, the one imprinted on the product draw readers’ attention in the first place. The title of the advertisement – a quote from Cate Blanchett on the left side of the page written in capital and bold “I BELIEVE IN COMMITMENT” also attracts readers’ attention. The quote is absorbed with the photo and the character’s name is also written with bold and in deep Indian red, exactly the same color with the bold “SK-II” logo on the upper right-hand corner. Another quote below her photo is “I have a long-term friend in SK-II. It looks after me”, implying that readers should have a SK-II friend as well to help you stay as beautiful as I am.

TABLE II.
PARTICIPANTS AND PROCESSES IN THE TEXT

<i>clause</i>		<i>process</i>
1 α	"I BELIEVE IN COMMITMENT."	Mental
2 α	"I have a long-term friend in SK-II."	Interpersonal
3 α	It looks after me.	Material
4 α	FOR A RELATIONSHIP TO TRULY WORK YOU NEED TO BE COMMITTED TO IT .	Mental
5 α	And Cate Blanchett's passion for SK-II is a testament to that.	Relational
6 α	At the heart of her beauty ritual [is] in Facial Treatment Essence	Relational
6 β	which is the secret key to her luminous, radiant skin.	Relational
7 α	Having embraced the SK-II beauty ritual and the power of this seemingly miraculous ingredient Pitera Cate noticed a profound improvement in her skin.	Mental
8 α	Come and try the exclusive 250ml limited edition bottle.	Material
9 α	Buy [it] online at www.SK-II.com	Material

Note: α refers to an independent clause; β refers to a dependent clause.

Table 2 illustrates the processes in the text: Material refers to the processes of doing, Mental to processes of sensing, Relational to processes of being. The clausal analysis shows that the SKI-II, the primary participant in the text. In 3 α , SK-II is the Actor that is active, effective and powerful to take care of Cate. 8 α and 9 α are also Material processes while the SK-II is constructed as the Goal. These two clauses serve to promote readers to take prompt action of purchase. The advertiser uses verbs such as "come", "try" and "buy" to allure women consumers to take immediate purchase of the product which is constructed as the Goal in 8 α and 9 α . Women are depicted as Senser who "believe" and "need to be committed to" the beauty product as seen in the Mental clauses 1 α and 4 α . The first-person-references such as "I", "me" and "YOU" and in 1 α , 2 α , 3 α , 4 α have strategically aligned readers as they reduced the distance between the product and readers. The reference "Cate", "her beauty ritual", "her skin" in 5 α , 6 α and 7 α seems to win the consumers' trust as the product has showed its power in keeping Cate Blanchett's beautiful look. In particular, the use of metaphor is seen in 2 α and 3 α as the product is portrayed as "a long-term friend" who can take good care of Cate, which may evoke emotional attachment to readers. In addition, the product arouses readers' desire to feel passionate, glamorous, and confident through a few Relational processes (5 α , 6 α and 6 β). In the Relational process, the SK-II product is attached with the qualities and features such as "a testament", "in Facial Treatment Essence", "luminous and radiant skin". The whole text establishes a kinship with the readers and suggesting that the product is important for her beauty and is fulfilling her life, positive expressions are used in the text 1 α , 2 α and 3 α , such as "commitment", "friend", "relationship... you need to committed to it". Besides, verbs are also showing a close interpersonal relationship with the readers, such as "look after" (text 2), "embraced" (text 6). The nouns including "testament" (text 4), "ritual" (text 5), "power" and "improvement" (text 6) are like testimony, which also aims to create trust and belief for the effectiveness of the product. Adverbs are also frequently used including "truly" (text 3), "seemingly" (text 6) to reinforce the genuine of the message. Imperatives verbs such as "believe" (text 1), "have" (text 2), "notice" (text 6), "come" and "try" (text 7), "buy" (text 8) encourage readers to purchase. The word "Pitera" (text 6) is a scientific term referring to technological advancement for anti-aging and retaining youth. In this way, the advertisement is promoting the belief that the ingredient of the product is essential and helpful for women to fight aging (Coupland, 2007). Overall, the SK-II advertisement in Excerpt 1 conforms to the social norms or expectation of what women should be like, and what they should be dedicated into doing, becoming beautiful.

B. Excerpt 2

Launched in 2015, the "Change Destiny" campaign by SK-II aims to encourage women to free themselves from personal and social limitations, such as fear of failure, other people's judgements, explore their dream and take control of their life and future. As SK-II entered in Asian market, Tang Wei, a famous Chinese actress who is in her 30s, became a global ambassador with SK-II since 2010. Tang Wei gains her fame through acting a leading role in Ang Lee's movie. With ups and downs in her film career, she continues challenging herself and becomes one of the most successful actresses.



Fig. 2 Website advertisement of SK-II with Tang Wei (2016)
<https://www.dfs.com/en/macau/brands/sk-ii>

Figure 2 represents women as modern and sophisticated in a discourse of feminism. As the advertisement is based on the context of Macau, the title is placed on the upper center of the page and written in capitalized English “*CHANGE DESTINY*” and in traditional Chinese character “*改寫命運*”. As the English text is written above the Chinese characters, English language is viewed as the preferred code. With the capitalized English language and traditional Chinese characters, the texts are endowed with symbolic value to show the internationalization of women in the image while maintaining the traditional Chinese virtues of women. According to Machin & Thornborrow (2003: 460), there is often fashionable color coordination and abstract, shiny, cleaning setting populated by beautiful people, signify a different reality in which lipstick, nail polish and shampoo can take the powers of the magic amulet”. The advertisement constructs a clear line of the character through the use of grey-black-white image shown in Figure 2, which might relate to imagery representation of women such as professionalism and success. The grey background might be inferred to the shadow and the past, while the white color (the participant’s shirt) and the light shedding from the upper left side might produce an effect of celestial purity, referring to new life, new change and new hope. The white shirt and a half visible watch band might imply she is a businesswoman who is about to attend a business meeting at the workplace. Unlike Figure 1 which permeating strong femininity, Figure 2 passes a sense of determination to the reader as the character is directly gazing at the reader and more powerful. Although there is little verbal text, the photo with glowing skin has endorsed with the product holding in her hand. Her large space of shiny skin seen from her open collar seems to imply that it is through this beauty products that she got her revival. The SK-II Facial Treatment Essence is like a beauty weapon to empower her, helps her gain independence, beauty, and power.

C. Excerpt 3

In 2017, SK-II releases limited design for the bottle of the Facial Treatment Essence. One of three represented participants is a young musician Dou Jing Tong from China as shown in Figure 3 and 4. Although she is young, Dou Jing Tong has already had amazing and rich experience in life. By dropping out of school and doing part-time jobs in foreign countries, she continues to create her own music, release her own albums and finally her music and personality is widely recognized among the younger millennial generation. Compared with other ambassadors such as Cate Blanchett and Tang Wei join SK-II in their 40s and 30s, Dou Jing Tong, joins the ambassadorship with SK-II in early 20s.



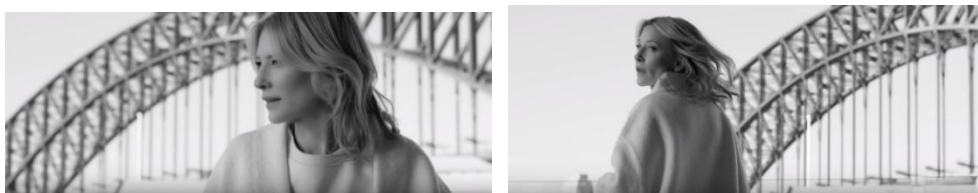
Fig. 3 and 4 Dou Jing Tong with SK-II (2017-)
<https://www.douban.com/group/topic/108671094/>

Unlike the previous ambassadors who are feminine, graceful and beautiful, Dou Jing Tong expands the definition of “women” by playing a sense of “male-ling” with boldness and strength. The semiosis implies that she is not a traditional woman, rather, she is a cool, powerful postfeminist who dares to be herself and challenge the social convention. Both Figure 3 and 4 are in white-black color and except the logo and the slogan “*BE THE PERSON YOU DECIDE TO BE*” imprinted on the bottle are colorful. The slogan is written in bold and in an arrangement of capital and small letters, implying that women has the power to be anyone they want to be. The blended color used in the slogan might signify the vitality of life, making a striking contrast to the white and black in both Figures. Figure 3 takes a Margin-Center-Margin composition to emphasize the product in the middle. Standing with back towards the reader in a triangle shape, it seems the participant is in a far social distance with the reader, which might involve power. Kress and van Leeuwen (2006) comment, “what you see here is part of our world, something we are involved with”. Unlike the previous women image in the advertisement showing femininity through the exposure of skin and feminine appearance, Dou Jingtong appears with short hair, tattoos, wears white and black and has more powerful physical movements. All these features distinct her from previous SK-II ambassadors and show that she is not the typical “she”, “she” could be anyone, male, female or transgender. The imaged readers could be diverse as the femininity has been minimized.

Without eye contact and visible facial expression in Figure 3, it seems like the musician is showing the small secret of her success, the SK-II Facial Treatment Essence is her source of empowerment and creativity. Figure 4 presents a closer social distance which is created by a head-and-shoulder upper body image. In this advertisement, Dou Jing Tong is taking a masculine post, holding the bottle from the back to the front and giving a demanding gaze to the reader, which seems to demand viewers into some kind of imaginary connection with her. The graffiti imprinted on the bottle “*BE The PerRSON you DeCIDE To BE*” is more salient as it is written artistically in bold and in an arrangement of capital and small letters, representing a breakthrough compared to the previous advertisements which do not have such a design on the bottle. Thus, a sense of individuality, uniqueness and strong personality is displayed here. In summary, Figure 3 and 4 are at odds with the traditional ideal image of women set by society, the representation of women is creative, the engaging visuals are contributing to an overwhelming image of modern and powerful women who use the skin product as a weapon to empower themselves. Compare to Excerpt 1 and 2 which locate on women in 30s and 40s, SK-II seems to transform its advertisement to attract the younger generation since 2017. Although this advertisement encourages women to be different, to show their personality and be brave, there seems a paradox that such a strong and powerful woman still need to comply with flawless skin. The SK-II product seems to be a source of power for the character to change the state quos and social norms that subjecting women.

D. Excerpt 4

As the video advertisement contains more modes in semiosis such as sound, movement, there seems a need to analyze one of the video advertisements and see if women are empowered in the beauty advertisement. The video advertisement of the SK-II’s “Change Destiny” shows how the character is fighting with life challenges and doing what her inner heart tells her to do in an interview in a narrative format (see Appendix 1). Cate shares her struggle in making new change in life. The video is shifting among several places, outdoor setting, studio, and office. The dominant color of the video is sliver grey, black, and white, which seems to reduce the femininity of women as the cool tone is preferred by man.



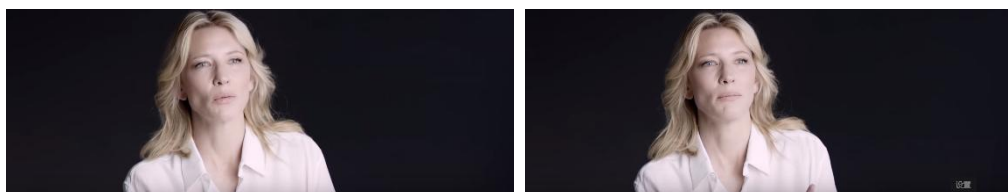
Shots (1-2)

In the shots 1-2, Cate was standing outdoor with the Sydney Harbor Bridge in the background. The vague image of the bridge seems like a symbol connecting the past, present to the future. Standing in the foreground with the image of the bridge in the background indicates that she is able to control her life. Cate shows her attitude and values about change in answering the first question, “The deeper that I’ve embraced change, the richer my life has become.”



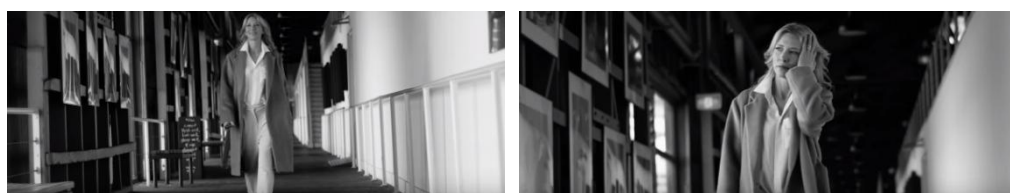
Shots (3-4)

When being interviewed in the studio (shot 3), Cate is not directly gazing and talking to the camera, but to the slightly right side of the camera in the black backdrop. It seems like there is an invisible listener or interviewer next to the camera, which might make the readers more comfortable to listen to the story as a third person. She speaks in a stable, determined voice, the lexical words such as “*exciting*”, “*incredible*”, “*positive*”, “*different*”, “*experiences*” and “*dreams*” might indicate that she is not afraid of aging and she is always exploring possibility in life as an agent. In shot 4, Cate is smiling and standing in front of the bridge, she is looking up somewhere above the camera and smile happily as if she is meditating on great memory about life in Australia.



Shots (5-6)

In shot (5), she talks about the social constrain and power hat limits women in using metaphor “*roadblocks*”, which might create resonance with the audience. In shot (6), Cate shares her own struggle with life and the others’ judgement in social interaction, which indicates how the community and others perpetrate the taken-for-granted ideology on her and tie her to only a limited number of social roles, such as mother, wives, actress but not business person or any other possible roles. The verbs “*impede*”, “*impose*”, “*disrupted*”, “*escape*”, “*challenging*” are in accordance with the black backdrop in the studio, which might represent the social limitations, bias, stereotypes on women which constrains Cate and the female readers from what they want to become.



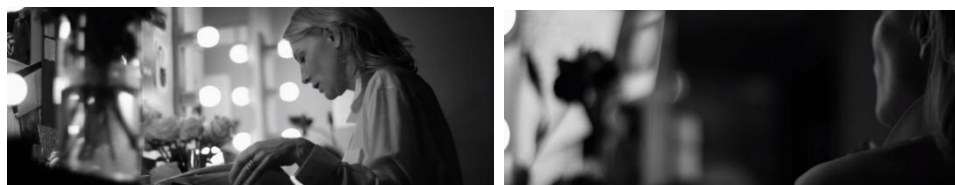
Shots (7-8)

For the last sections (7-16), Cate narrates her own story about making change in life in a chronological sequence and in a “problem-solution-result-evaluation” structure. In the shots (7-8), Cate is walking in a corridor towards the camera in the Sydney theater company which she takes over. Striding through the corridor with pictures in square frames hanging on the left wall and an empty wall on the right side of the corridor create a sense of creativity, success and liberation.



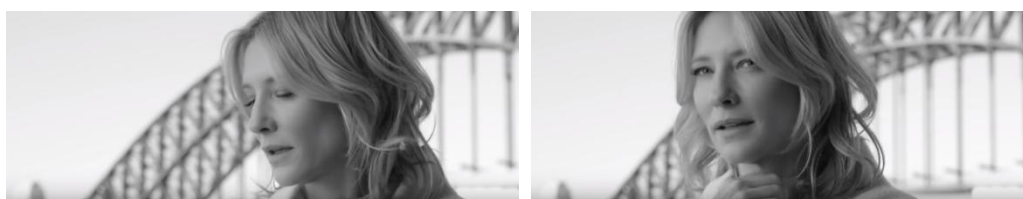
Shots (9-11)

When talking about fear (shots 9-10), Cate is sitting in a place where the background is unclear. She is gazing somewhere in the far and meditating with a pair of glasses and a pen holding in her hand. She explains what she is fearing about repetitively. There is large space for empty in shot 9 and 10, which might imply uncertain future and show how small and powerless she is. In shot 11, she is sitting on a sofa by the window, reading a book and with her head leaning on her hand. She seems tired, weak and alone, the bridge outside the window is like a cage constraining her from being herself.



Shots (12-13)

As the screen moves to the shot 12-13, Cate is reading some script in the studio, the lights, flowers show her femininity. It can be inferred that she has not given up her film career even when she is running new business. In shot 13, she is applying something on her hands with her back facing to the camera, it can be inferred that she is using the SK-II product along her fight with difficulties in her career and life. The last several shots (14-15) repeat the view in the beginning of the video, the camera draws even closer to her face, and she is much calmer, determined and strong this time.



Shots (14-15)

And the last shot (16) shows the logo of SK-II and the campaign of this advertisement in the end. The logo lies in the center with strong lights spreading from the center to the margin. The words are highlighted in bold and making a contrast to the large space in grey.



Shot (16)

Through the narrative story of the famous actress, the video advertisement shows that even a successful woman like Cate has experienced ups and downs during her pursuit of dreams. The video uptakes a

problem-solution-result-evaluation format to highlight that SK-II, a reliable friend and amulet, has accompanied with Cate and consistently gave her support, beauty, and power. In summary, although the video is depicting women with roles at work, it seems contradictory for Cate when she is emphasizing how much she wants to challenge herself and how much she desires to come back to the previous community. When she has achieved what she wants, she shows strong need for recognition from her friends and family. It seems that the eight-year entrepreneurship is valuable but not as important as coming back home and win the friends and family back. The solution provided in the video is not based on a real life but “spirit” and simply “words”. The background in the video is unclear and creating a mysterious atmosphere. In summary, the whole video is more like “acting”. It is imaginary and ideologically indexing that with the purchase and use of the product, Cate is able to accept the change and solve all her problems.





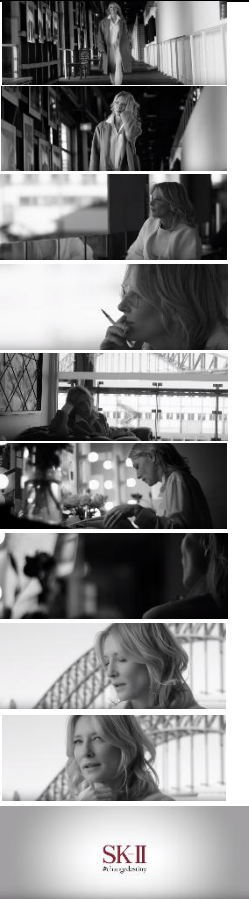
V. CONCLUSION

This study has explored how beauty advertisement transforms and persuades women to buy the beauty products through a multimodal analysis on SK-II’s advertisement. The first research question – how women’s image is being constructed in the ads, is answered as the ads construct an idealized feminism discourse connecting women’s beauty and their empowerment at various ages, creating a fantasy world through various visual and linguistic strategies. It is found that the advertisement orients itself to the younger generation, constitutes new values and identities for women over the 2010-2017 period. Compared the ads in 2010 with the latest, it can be seen that the SK-II ads show a trend to embrace younger generation in more recent ads. The visual construction of female agency shows the fearless female, masculinity, and suggests the emancipation of women from traditional beauty ideologies - women have little choices to be the person they want to be. The advertisement seems to provide a strong solution for women to empower themselves through the purchase and use of the products. However, this seems to be contradictory as it is implying that only with shining skin that women can be fearless. This paradox of the SK-II’s advertisement indicates that traditional ideologies about women’s role, beauty and identity have not changed at all as the social practices shape and is shaped by the advertising discourse. In this way, it can be concluded that there seems to be a social progress in recent ads than the previous ads on the surface, however, the beauty ideologies that perpetuating women remain dominant. Thus, the second research question is answered.

Although it seems that women are having more power and agency (Figure 2, 3, 4 and the video), the advertisements still overlook the real social, political, economic contexts constraining women, such as unequal treatment in social conventions and the beauty ideologies. The absence of setting reduces modality and changes images away from naturalistic representation to a more planned and idealized, or more abstract representation (Kress & Leeuwen, 2006). The way the advertisement is designed is tactical, technique-based and fragmented, which contradicts with its concept of empowering women. By orienting itself to the younger generation, SK-II intends to expand its market share in the younger generation. The shift to feminism aims to encourage consumption and capitalism as always despite the advertising discourse becomes more creative and transformative. The participants appear with flawless and glowing face regardless of age differences. They are resided in an imaginary world with simplicity and modernist aesthetic, which does not reflect the issues in gender equality and the ideology hidden in social practice. The purchase of the product is depicted as the only solution for women to change their destiny at all ages, 20s, 30s, and 40s. The use of “male-ing” representation (Coupland, 2007) for women verbally and visually is manipulated by sign makers to persuade more sales and profits. Despite the transformation in visual and verbal message, the power relation between the sign maker and the women readers remains unchanged. Instead of solving problems through technical, intellectual or business skills like men do, women can only gain self-esteem and confidence through the “female empowerment” in advertising and purchasing. The ideology and constraints that impede women from being who they are in the Asian society has never been questioned and denied.

Last but not the least, there lie some limitations for this study like all the other research. The first limitation is that there is a lack of involvement of readers’ interaction in the study. How readers negotiate and react to the advertisements is not yet touched. Besides, there is also limitation on the choice of the brand and data. Thus, it is suggested to incorporate more advertisements in the postfeminist era and the readers’ performance into the future study. Thirdly, as there is also an interplay seen in advertising discourse which transforms masculinity to a more femininity stylization in recent years. Male beauty advertising is also drawing attention in the future research of advertising discourse and multimodality analysis.

APPENDIX. #CHANGE DESTINY CATE BLANCHETT 2015

Frame-time	Images shots	Verbal text	On-screen text
00.00-00.14 (1) (2)		"I don't really subscribe (.) to the idea there is a pre-determined destiny (.) The deeper that I've embraced change-the richer (.) my life has become."	What do you believe about Destiny?
00.15-00.30 (3) (4)		"I don't think about time that way (.) I think life is uh (.) a more exciting and full of (.) incredible positive experiences- and if you brace change and go deeper into it, there's many many dreams to be had at many many different ages and stages in my life."	It's too late to pursue my dreams.
00.31-00.44 (5)		"Depending on where a woman is born, I definitely think there are (.) roadblocks (.) uh, you know those who seek to impede - upon and shape and impose what a woman can become."	Society limits what I will become.
00.45-1.00 (6)		"The moments in life (.) where I've (.) disrupted my sense of myself- by challenging other people's expectation and all the expectations and limitations that I placed on myself (.) have always resulted in the most fulfilling experiences."	I cannot escape what I was born with.
1.01-2.13 (7) (8) (9) (10) (11) (12) (13) (14) (15) (16)		"Eight years ago (.) my husband and I were offered the opportunity- to run (.) the Sydney Theatre company which was the largest theatre company in Australia, and I was incredible excited but (1.0) enormously- fearful (.) And a lot of people around me at that point of my life I was at high point of my film career and said what are you doing going back to Australia and run a theatre company (.) And (.) I thought the- only thing that will stop me doing is fear . Fear of the impact it's going to have on my career (.) for other people think, fear if I'm going to fail at it (.) so that galvanized me actually. As a result, the last eight years have wrought the most profound change not on (.) only on my career- as an actor (.) that I have become a better actor (.) I have become matured I hope (.) but on my life (.) uh-because simultaneously, we ignited the sense of community back here (.) We were back with our family, I have do things back on time and think that- often the only thing stops us from bracing change is fear (.) I'm Cate Blanchett, and I believe in change in destiny.	What holds us back from changing our Destiny?

ACKNOWLEDGMENTS

The authors wish to thank National Institute of Education, the Ministry of Education of Singapore, and the Chinese Scholarship Council.

REFERENCES

- [1] Barkay, T. (2013). When business and community meet: A case study of Coca-Cola. *Critical Sociology*, 39(2), 277-293. doi: 10.1177/0896920511423112.
- [2] Baykal, N. (2016). Multimodal Construction of Female Looks: An Analysis of Mascara Advertisements. *Dilbilim Arařtırmaları Dergisi*, 27(2), 39-59.
- [3] Brown, A., & Knight, T. (2015). Shifts in media images of women appearance and social status from 1960 to 2010: A content analysis of beauty advertisements in two Australian magazines. *Journal of Aging Studies*, 35, 74-83. doi:10.1016/j.jaging.2015.08.003.
- [4] Butt, D., Fahey, R., Feez, S., & Spinks, S. (2012). *Using functional grammar: An explorer's guide*. South Yarra, AU: Palgrave Macmillan.
- [5] Chander, A. (2015). Structuring of textual meaning in advertisement of beauty enhancing products. *Indian Journal of Applied Linguistics*, 41(2), 95-108.
- [6] Cook, G. (2001). *The discourse of advertising*. London: Routledge.
- [7] Coupland, J. (2007). Gendered discourses on the 'problem' of ageing: consumerized solutions. *Discourse & Communication*, 1(1), 37-61. doi:10.1177/1750481307071984.
- [8] De Cort, A. (2009). The ideal of female beauty in two different cultures: Socio-cultural analysis of Belgian and Malaysian print advertisements. *NOVITAS-ROYAL*, 3(2), 117-128.
- [9] Duncan, M. C., & Klos, L. A. (2014). Paradoxes of the flesh: Emotion and contradiction in fitness/beauty magazine discourse. *Journal of Sport and Social Issues*, 38(3), 245-262. doi: 10.1177/0193723512467190.
- [10] Fairclough, N. (1989). *Language and power*. London: Longman.
- [11] Fairclough, N. (2003). *Analysing discourse: Textual analysis for social research*. New York, NY: Routledge.
- [12] Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. London: Arnold.
- [13] Halliday, M. A. K., & Matthiessen, C. M. (2013). *Halliday's introduction to functional grammar*. Oxford: Routledge.
- [14] Halliday, M. A. K., Matthiessen, C., & Halliday, M. (2014). *An introduction to functional grammar*. London: Routledge.
- [15] Harrison, C. (2008). Real men do wear mascara: Advertising discourse and masculine identity. *Critical discourse studies*, 5(1), 55-74. doi: 0.1080/17405900701768638.
- [16] Hirschman, E. C., & Stern, B. B. (2003). Representations of women's identities and goals: The past fifty years in film and television. *The why of Consumption: Contemporary Perspectives on Consumer Motives, Goals, and Desires*. London: Routledge, 164-176.
- [17] Hodge, B., & Kress, G. R. (1988). *Social semiotic*. New York, NY: Cornell University Press.
- [18] Jerslev, A. (2017). The elderly female face in beauty and fashion ads: Joan Didion for C dine. *European Journal of Cultural Studies*, 21(3), 349-362. doi:10.1177/1367549417708436.
- [19] Kress, G., & Leeuwen, T. v. (2006). *Reading images: The grammar of visual design*. Canada: Routledge.
- [20] Chouliaraki, N. Fairclough. (1999). *Discourse in late modernity: Rethinking critical discourse analysis*. Edinburgh: Edinburgh University Press.
- [21] Li, J. (2002). *Global Media Spectacle: News War Over Hong Kong*: Hong Kong University Press.
- [22] Machin, D., & Thornborrow, J. (2003). Branding and discourse: The case of Cosmopolitan. *Discourse & Society*, 14(4), 453-471.
- [23] Machin, D., & Van Leeuwen, T. (2007). *Global media discourse: A critical introduction*. London: Routledge.
- [24] Machin, D., & Mayr, A. (2012). *How to Do Critical Discourse Analysis: A Multimodal Introduction*. Los Angeles: SAGE.
- [25] Martin, J. R., & White, P. R. R. (2005). *The language of evaluation: Appraisal in English*. New York: Palgrave Macmillan.
- [26] McCabe, M., de Waal Malefyt, T., & Fabri, A. (2017). Women, makeup, and authenticity: Negotiating embodiment and discourses of beauty. *Journal of Consumer Culture*. doi:10.1177/1469540517736558.
- [27] McLoughlin, L. (2013b). Crystal clear: Paler skin equals beauty – a multimodal analysis of Asianamagazine. *South Asian Popular Culture*, 11(1), 15-29. doi:10.1080/14746689.2013.764639.
- [28] Millard, J. (2009). Performing Beauty: Dove's "Real Beauty" Campaign. *Symbolic Interaction*, 32(2), 146-168. doi: 10.1525/si.2009.32.2.146.
- [29] Mullany, L. (2004). 'Become the man that women desire': gender identities and dominant discourses in email advertising language. *Language and Literature*, 13(4), 291-305. doi: 10.1177/0963947004046277.
- [30] *P&G 2018 Annual Report*. (2018). Retrieved from <https://www.pg.com/annualreport2018/static/PG-2018-Annual-Report.pdf> (accessed 10/1/2019).
- [31] Schroeder, J. E., & Zwick, D. (2004). Mirrors of masculinity: Representation and identity in advertising images. *Consumption Markets & Culture*, 7(1), 21-52.
- [32] Taylor, J., Johnston, J., & Whitehead, K. (2016). A corporation in feminist clothing? Young women discuss the dove 'Real beauty' campaign. *Critical Sociology*, 42(1), 123-144.
- [33] Wilińska, M., & Cedersund, E. (2010). "Classic ageism" or "brutal economy"? Old age and older people in the Polish media. *Journal of Aging Studies*, 24(4), 335-343. doi:10.1016/j.jaging.2010.07.003.

Huimin Xu was born in Guangdong, China in 1988. She will receive her master's degree in applied linguistics from National Institute of Education, Nanyang Technological University in 2020.

She is currently a lecturer in Hainan University, Haikou, China. Her research interests include discourse analysis and sociolinguistics.

Yunying Tan was born in Guangdong, China in 1984. She will receive her master's degree in applied linguistics from National Institute of Education, Nanyang Technological University in 2020.

She is currently a lecturer in Qiongtai Normal University, Haikou, China. Her research interest includes discourse analysis and literature.

Non-verbal Communication between Two Non-native English Speakers: Iraqi and Chinese

Khalid Wahaab Jabber

English Department, College of Basic Education, University of Misan, Maysan, Iraq

Aymen Adil Mahmood

Diyala Directorate of Education, Diyala, Iraq

Abstract—This study investigates non-verbal communications used by an Iraqi speaker to transfer meaning to a Chinese speaker and vice versa. Different situations, from Chinese environment, have been chosen and analyzed according to the body language movements. The study found out that although the two languages, Iraqi Arabic and Chinese, are differentiated in verbal languages; the two speakers can communicate and understand each other nonverbally. It is also evidence that non-verbal communication between the Iraqi and Chinese speakers is somewhat similar in spite of their two differentiated cultures, they could understand each other's facial expression, gestures, proxemics, haptics, and Tactile.

Index Terms—non-verbal communication, body language, non-native English, culture

I. INTRODUCTION

Language is a system of communication. It is an important part of human's real life situations, without language nothing is understood. We learn how to mean things through language and how to share all of those meanings with others (Halliday, 1993, p. 93). Edward Sapir, in his book published in 1921, related language to communication between human beings. For Sapir, language is non-instinctive and voluntary produced (Poole, 2000, p. 3). Robins (1980, p. 9-14 cited in Runqing, 2002, p. 2) considered the current language as trivial and uninformative unless they refer to some linguistics analysis and general theory of language. Another definition, which is quite deferent, is given by Chomsky (1957, p. 13 cited in Runqing, 2002, p. 2-3). Chomsky considers a language to be a " set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements". For Chomsky, language is given by the society to the individual in which he/she lives. It is a part from serving the essential function of communication, e.g. giving and asking for information, language is a cultural and social tool for shaping human thought and reflecting human culture.

Sentences are scarcely produced in a behavioral vacuum. Our speech is colored and flavoured with a variety of natural vocal, gestures, and facial expression which indicate our internal aims to convey meaning that express our emotions and feelings (Wharton, 2009).

Communication is a way to transfer the meaning from one person to another for the same language or for different languages. According to Ben-Nun (2014, p. 93) communication is exchanging information or the use of common system of symbols, behavior for this, signs, a verbal or written message. a system of routes, techniques for the effective exchanging of information, idea, etc.

Communication can be achieved without words. In this respect, this kind is called non-verbal communication. It is a way to communicate using multiple forms of communication except words (Greene et al, 1994 cited in Caris-Verhallen et al, 1999, p. 809).

Culture is an essential part of the non-verbal communication. It means may be that there are several meaning come from one form of non-verbal communication according to the culture determined. For example, eyes gazing, in one culture can be regarded a positive case; while in another culture cause embarrassment being impolite. The problem of multiply of meaning of the same form belong to the people of different cultures (Topan, 2011, p. 132-133).

Studies conducted by Professor Paul Ekman in the late of 1950 showed that there are certain facial expressions (corresponding to certain emotions) that are the same for all the people, regardless of cultural background. Paul Ekman began his studies believing that gestures and body language in general were culturally conditioned, and therefore could be learned. His hypothesis later was proven to be invalid because the research he conducted in Papua New Guinea, Brazil, Japan, Argentina, the US or Indonesia proved that there are surprising similarities in how people express a set of basic emotions in all of these extremely different cultural regions (Topan, 2011, p. 135).

In the case of verbal communication is not effective because of language barriers, Non-verbal communication can substitute for verbal communication in a variety of ways. Language barriers are found when a person has not yet learned the language of a receiver or using incompatible codes which prevent both of interlocutors from understand each other ("*Principles*", 2014, p. 186).

Iraqi Arabic and Chinese are non-native English speakers. In Chinese universities, English is the language of learning and teaching inside the university camp. When Iraqi students communicate with Chinese people out of the university camp, whether in market, hospital, parks, museums, etc., they face difficulties because of language barriers. Iraqi students try to use English language to communicate whereas most of chances in real life situation use Chinese language. Even of some of Chinese try to use simple English words to convey meaning, but the problem still exist because both of interlocutors do not understand each other. The best way that most of foreigners intend to use is non-verbal communication.

This study attempts to investigate the non-verbal communications which occurred in Chinese real life situations between an Iraqi speaker and a Chinese one. The researchers have chosen random situations in which they have faced during their period of study in China.

II. NON-VERBAL COMMUNICATION

Non-verbal communication is defined as not involving words of speech, voluntary or involuntary non-verbal signals, such as smiling or blushing (Ben-Nun 2014, p. 93). Non-verbal communication plays a major role in the general efficiency of the communication process. The verbal message is better perceived when the non-verbal language further emphasizes it. When there is a conflict between what is said and the way it is said, people usually believe what they see and not what they hear (Topan, 2011, 134). Zoric et al (2007 cited in Barry et al, 2011, p.1) stated that non-verbal communication refers to all aspects of exchanging message without the use of words and it includes all expressive signs, cues and signals etc.

According to Ishikawa et al (2010 cited in Ben-Nun, 2014, p.10) non-verbal communication involves these non-verbal motive in a communication setting that are generated by both the source (speaker) and his or her use of the environment and have tolerable message value for the source or receiver (listener).

There are a wide range of non-verbal communication behaviors. They include; facial expression, eye gaze, postures, proxemics, physical attractiveness, hair and clothing style...etc. (Hess, 2016).

Studies have shown that about 55-97 % of the messages communicated are non-verbal. Studies indicate that human communication, particularly face-to-face communication, is predominantly non-verbal (Gross, 1990 cited in Caris-Verhallen et al, 1999, p. 809; Topan, 2011, p. 132; Gurrero & Floyd, 2006; Yang, 2017, p. 128).

Research conducted by Mehrabian (1981 cited in Yang, 2017, p. 128) shows that more than 90% of human communication is related to non-verbal behavior and less than 10% is relevant to words, this is because the amount of time when we do not talk is much longer than that when we do talk.

Non-verbal communication regarded as an essential part of human existence. It has a wide range of implications for our everyday (Ben-Nun, 2014, p. 93). Non-verbal communication includes physical communication; like salute, smell, posture and other bodily movements; facial expressions such as yawning, raising sneezing, eyebrows, rolling eyes, a smile, gaping, wink, nodding and frown; gestures: waving, pointing, and using fingers to indicate numeric amounts; paralinguistic such as vocal communication, separate from actual language, including tone of voice, loudness, inflection and pitch; proxemics: the need for "person space", eye gaze: looking, contact, staring and blinking; haptics: communication through touch; appearance: choice of color, clothing, hairstyle and other factors affecting appearance; aesthetic communication: creative expression; music, dance, theatre, painting, and sculpture; signs: signal flags or lights, a display of air plants information, sirens and horns; symbols: jewelry, clothing, and cars.

Dinica (2014, p. 17) categorized body language communication to facial expressions, body movements (gestures), form and posture, general appearance and tactile communication.

Gestures are an individual's way of communicating as most people gesture when they talk. Intentional movements and signals are an important way to exchange meaning without words. Common gestures include pointing, waving, and using fingers to indicate numeric amounts. Other gestures are arbitrary and related to culture. Gesturing is a robust phenomena found across, cultures, tasks and ages, in individuals blind gesture is found from the birth because they have no ability to communicate verbally. Gesture can play a role in communication and thought in many times extension. Gestures are reflection of speaker's thought, unspoken thought, and thus regarded as window onto cognition (Ben-Nun, 2014, p. 14).

Tactile communication is manifested by the frequency of touch, the way to shake hands, making arm, hug mode, struck on the shoulder, etc. Tactile communication depends on type of hello, age, culture and relationship (Tanase, 1993 cited in Dinica, 2014).

Appearance deals with person's look or physical aspects of body shape, like hairstyle, color, dress. Different colors can cause different moods. Appearance can change physiological reactions, interpretations and judgments (Ben-Nun, 2014, p. 18).

Dupont (1994) and Hall & Hall (1990) mention that facial expression communication includes (frown, raise nose wrinkling, lips, eyebrows, climbing etc.), smile, eye (or avoiding eye contact, gaze direction, eye expression). According to Dupont and Hall & Hall, smiling is a complex gesture able to express a wide range of information like pleasure, surprise, joy and wrinkled nose (cited in Dinica, 2014).

Posture is another kind of body movements, posture is a social status that individual have, think to have or want to have. Posture can convey a wide range of information about the emotions, attitudes, degree of courtesy, warmth. For instance, a predominant person tends to keep his head tilted up and down over the subject (Dinica, 2014, p. 108).

III. ANALYSIS AND DISCUSSION

This part deals with the analysis of the chosen situations, firstly the researchers try to describe the situation and secondly attempt to demonstrate the way interlocutors were communicated non-verbally. Each situation implies a conversation between the two interlocutors and followed by a figure illustrates the way of non-verbally communication.

A. Taking a Taxi

In our daily life, the significant thing is to move from one place to another to do something, achieve or obtain things. The following situation happened with a driver. One day, when a speaker was in China, he went to the hospital for a medical treatment. Unfortunately, the taxi driver and a speaker cannot understand each other verbally.

Speaker: to the hospital, please.

Chinese driver: began speaking some Chinese words.

Speaker: Oh, how to say?

Chinese driver: "smiling"

In above conversation we see that a Chinese driver used facial expression that is smiling to indicate that he still not understand what a speaker is talking about. From the other hand, as a reflection to the Chinese driver, a speaker began to use gestures to tell the driver the way to the hospital. His first step is by waving his right hand to the (right side) to show the taxi driver the way that what he wanted to go to. The taxi driver turned the car to the right side. Then, a speaker waved his hand to the left side as a sign that the driver should move to the left side. Also, he used a hand in straight way to let the driver keep going straight. A speaker repeated waving his hands more than one time to the right, to the left and straight forwards until the driver reached to the hospital. In fig 1-2 a speaker shows to a Chinese driver the way.



Figure 1 A speaker points to the left side



Figure 2 A speaker points to the right side

B. At JI MAO Market (Buying Tools)

Markets are found to make our daily life easier. When someone finds him/herself in a place that the seller cannot share the same language of communication, therefore, the only way to communicate is by using nonverbal communication. The following situations are in (JI MAO) market in China, Wuhan city, Huazhong University of Science and Technology to buy Barbecue (BBQ) tool. When an Iraqi tried to communicate with the seller orally, he faced difficulty to convey him his message.

Buyer: please, do you have Barbecue tool?

Seller: "raise nose wrinkling"

Buyer: tool for barbecue food!

Seller: immmmm- "he seems puzzled"

Chinese seller began his replying by raising his nose wrinkling, this nonverbal movement expresses that he did not understand the order. When the speaker repeated the word of order, Chinese seller expressed his attitude by feelings of puzzling and put his hand under his nick. Therefore, in this moment, a speaker tries to act the barbecue process by imitating to the person or the man who trying to do something like BBQ. Firstly, a speaker tries to point by his hand at one of the nearby cartoons. Secondly, he hit his right fingers with left hand as a sign to setting fire. Finally, he turned the palm of his hands on the box up and down while still staring at the seller's eyes. Fig 3 shows how an Iraqi speaker describes to the Chinese seller a tool he wants to buy.



Figure 3 A speaker describes the purpose of barbecue

C. At the Hospital

The following situation is in (REN MEN) hospital in China, Wuhan city. When an Iraqi's daughter had urinary tract infection. One day, an Iraqi speaker woke up and he noticed that his daughter has a small of a drop of blood coming out with her urine. When he arrived to the (REN MEN) hospital he faced a big problem to explain the doctors what his daughter suffered.

Speaker: doctor, (in referring to her daughter), her urine is red!

Doctor: reddddd!

Speaker: Yes; red, red...

Doctor: "eyes gazing"

Doctor appears amazed to hear the word 'red' but his **eyes gazing** indicates that he still confused and needs more detail. An Iraqi speaker began his first signal by referring to a man who tries to go to the WC and using it in fact. Tried to get access to the WC with virtual steps back and then forth. Then, he brought red polish nails with dropping red color in glass of water through urine .A speaker through this operation looked onetime to a doctor and one another to his daughter in order to give hint to the doctor that this blood is from his daughter. In fig 4 a speaker describes to a doctor the health case of his daughter.



Figure 4 The father explains his daughter case

D. At Printer Office

To keep some important documents, we must put it in a safe place; in other words, we must copy it into several copies. Conversely, the human being intends the printing office in order to keep the significant documents, such as pictures, certificates, contracts and so on. The following situation happened in China, Wuhan city, HUST. When an Iraqi wanted to copy his documents for the first time.

Speaker: I want to copy this paper.

Employee: "refers to the bundles of papers"

Speaker: No- "waving his right hand"

"Pointing to the printer"

With regard to employee, he seems to be confused. He thought that the speaker wants to buy papers. Therefore, he pointed by his finger to the bundles of papers. A Chinese printer thought that the speaker wants to buy some papers. An Iraqi speaker replying to the Chinese printer was by pointing to the printer. He began illustrating to the printer what he wants to copy. He held by his right hand a white paper and put it beside the document which he wanted to copy. Then, he moved the blank paper over the document several times with pointing to printer to transfer the message to the employee that he needs two copies of them. After several attempts, the employee did what a speaker wanted to do. Fig 5 shows a speaker description of the number of papers he needs to copy.



Figure 5 A customer refers to the number of copies he wants

E. At Metro Station

The transportation plays a significant role in the Chinese daily life. With the development of this means the human being creates things to make it easier, for instance metro card which is used to pay the transportation fees. The following situation happened in Wuhan metro station. One day an Iraqi wanted to go from Optic Valley Square Station to Xunlimen Station.

Speaker: recharge this card, 30 Yuan.

Chinese employee: “catches the card, rolling it right and left”

Speaker: No, ? re...charch?

Chinese employee: “no reply” (rolling his eyes)

Speaker: show the employee a Chinese currency.

For the first time, an employee believed that the Iraqi speaker wants to check his card, so he turned the card right and left. An Iraqi speaker’s answer was by showing a Chinese employee the money as a sign that he wants to recharge the card. To tell the employee the amount of money, he wants to recharge, an Iraqi speaker held 20 Chinese Yuan in one hand and the card in another hand then trying to touch both of them together and then put the money and the card in one hand. The staff member has understood the message and recharge his metro card. Fig 6 shows the amount of money the speaker wanted to recharge metro card.



Figure 6 A speaker shows the amounts of money he wants to recharge

F. At the Meat Market

The following situation occurred in the meat shop in China, Wuhan city. When an Iraqi went with a country mate to buy meat

Buyer: 2 kills from this piece, please.

Butcher: “Butcher refers to a mass of meat”

Buyer: Cut for me a piece from here and divide it into small pieces.

Butcher: “stay gazing without saying any word”

Chinese butcher didn’t know the amount of meat that the buyer wants, he merely referring to the piece of meat, and then stay gazing at the speaker face. Her eyes tell that he has confusing to realize the speaker’s idea. An Iraqi speaker tried to illustrate the idea, to ask that he wants two kills of meat, he pointed his two fingers to the butcher face. After that, he passed his hand parallel to hanging piece of meat and moved it from the top to the bottom vertically. This movements tell that he wants a piece from this big piece of meat. After that, a speaker put palm of one hand flat upward and another hand vertically on the first hand like cross sign. He beat by the vertical hand on the flat hand several times from top to the bottom to tell the butcher that he wants to cut the piece of meat into small pieces. In fig 7 a speaker describes to the butcher the number of meat’s pieces he wants.

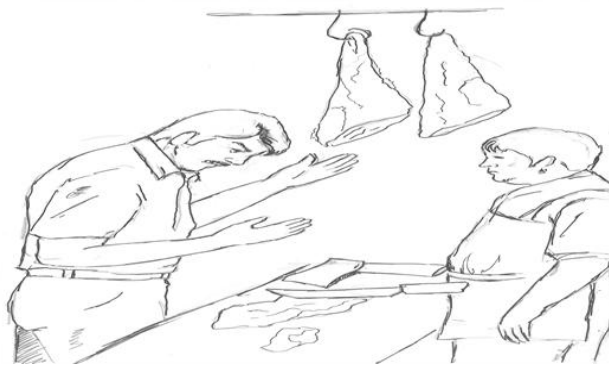


Figure 7 A buyer illustrates the kind of meat pieces he wants

G. Buying Shampoo

The cosmetics factories are making many types of shampoo not for hair only, but for the body also. Therefore, we must distinguish between both by reading the information on it. In China, there is a big trouble for foreigners to recognize the contents and structures of the materials of products because everything is written in Chinese language. The following situation is in (Carrefour Mall) in Wuhan city.

Buyer: which one is used for hair?

Seller: hearrrrr??

Buyer: yes, for hair.

Seller: "waving her hands up"

When an Iraqi speaker wanted to buy shampoo he doesn't know to choose one for hair, he called some staff, but she couldn't speak English. To be contact with an employee, he acted as one wish his head with shampoo like one person taking a shower and putting his hands on his head and moving them in complete circles from right to left and conversely. In that moment, the lady sent his message, by moving her hand on her body as a complete circle from side to another that this type of shampoo is not for hair but for body. Fig 8 shows how a speaker describes to a shop assistant the kind of shampoo he wants to buy.



Figure 8 A buyer describes the kind of shampoo

H. Charging Cell Phone

From time to time we need to recharge our cell phones. The following situation happened to an Iraqi in (China Unicom Communication) office. When he wanted to recharge his cell phone, the woman who stands in the reception, couldn't speak English and she doesn't understand what kind of service he needs.

Speaker: Please, recharge my phone

Chinese employee: "catches the mobile phone"

Speaker: No, no, it is OK!

Chinese employee: "smiling..."

At first, a Chinese employee caught a speaker's mobile believing that it is damage. Chinese smiling is a facial expression. It is a polite message to the speaker, shows that he has a confusion to understand a speaker's need. An Iraqi speaker realized the Chinese smiling code. He acted as one needs to call and then holding money in his right hand and the cell phone in the left one, then trying to pass the money across the mobile. This acting movement tells that the speaker's need is to recharge a mobile for a selected amount of money. Fig 9 is a description of a speaker who needs to recharge phone.



Figure 9 A customer shows the amount money of mobile recharging

I. Puncture Maintenance

In China, most people are using bicycles and motorcycles to avoid congestion and to ensure fast arrival. Like most students, an Iraqi uses the motorcycles to mobility from dorm to the university and vice versa. One day when he wanted to go back to his dorm after finishing his class, he noticed that the bike's tire was flat of air. To repair it, he should take it to the maintenance shop.

Driver: do you see? It is puncture!

Chinese worker: "pointing to a new tire"

Driver: puncture, puncture, man!

Chinese worker: "staring on the tire...he is thinking!!"

Chinese speaker misunderstand the message, so he thought that the speaker wanted to replace a new one of tire. Chinese still staring on the tire without speaking putting his fingers in touch with his head as if he is thinking. An Iraqi speaker tried to explain to the man what had happened but there was no benefit because a Chinese service man could not understand what a driver want to say. After that, A driver tried to act the case of puncture non-verbally. He found a small nail on the ground near to him. He hold it and put this nail into tire and making a small hole in the tire with sound (fissssss) to indicate that this nail made a hole in the tire and the air was coming out. At that moment, the man got the idea and began to repair the tire. Fig 10 shows a speaker performs movements showing the motorcycles puncture.



Figure 10 A driver explains his Motorcycle case

IV. CONCLUSION

This study was an attempt to describe some non-verbal situations that happened with the researchers during their study in China. The study concluded that both of interlocutors can communicate non-verbally in spite of their different languages. The study concluded that whether the two differentiated cultures and languages of both China and Iraq, Chinese and Iraqi people share the same background knowledge about non-verbal communication. Therefore, facial expression, gestures, proxemics, ...etc. did not register any misunderstanding from both of interlocutors. There was no ambiguity in comprehending Iraqi's movements, it could be easy to recognize by another interlocutor. Therefore, waving hand to the right and to the left; collecting hands together; holding something; joining something; moving hand from top to the bottom etc. are signs that non-verbal communication can serve as verbal language in many of the situations. It also concluded that whether verbal language is the way of real communications in all aspects of the life, non-verbal communication can substitute verbal language if there were barriers prevent the interlocutors from using it.

ACKNOWLEDGMENTS

The authors would like to thank Mr. Hayder Tuama Jasam for his invaluable suggestions. They also would like to thank Miss. Zahraa Mahood for her contribution in drawing the figures that fit the chosen research situations.

REFERENCES

- [1] Barry, B. E., Bodenhamer, J., & O'Brien Jr, J. J. (2011). Student nonverbal communication in the classroom. *In American Society for Engineering Education*. American Society for Engineering Education.
- [2] Ben-Nun, L. (2014). Non-verbal communication. Israel: Ben-Gurion University of Negev.
- [3] Caris-Verhallen, W. M., Kerkstra, A., & Bensing, J. M. (1999). Non-verbal behavior in nurse-elderly patient communication. *Journal of Advanced Nursing* 29.4, 808-818.
- [4] Dinica, Razvan C. (2014). Non-verbal communication-indispensable complement of oral and written communication. *Procedia-Social and Behavioral Sciences* 137, 105-111.
- [5] Guerrero, L. K., & Floyed, K. (2006). Nonverbal communication in close relationships. London: Rutledge.
- [6] Halliday, M.A. (1993). Towards a language-based learning. *Linguistics and Education* 5.2, 93-116.
- [7] Hess, U. (2016). Nonverbal communication. *Howard S. Friedman Encyclopedia of Mental Health* (2nd edn.,3), Waltham, MA: Academic Press, 208-218.
- [8] Poole, Stuart C. (2000). An introduction to linguistics. UK: Foreign Language Teaching and Research Press.
- [9] "Principles". (2014). Principles and functions of nonverbal communication, section (4-1). Washington: The Saylor Foundation.
- [10] Runqing, Liu. (2002). Theories and schools of linguistics. Beijing: Beijing Foreign Studies University.
- [11] Topan, F. (2011). Nonverbal communication. A cultural guide. *Revista Transilvană. de Stiințe ale Comunicării* 3.14,132 -141.
- [12] Wharton. M. (2009). Pragmatics and non-verbal Communication. Cambridge: Cambridge University Press.
- [13] Yang, P. (2017). Intercultural nonverbal communication competence as intercultural responsiveness in the second language learning classroom. *In multicultural Instructional Design: Concepts, Methodologies, Tools, and Applications*, 127-147. IGI Global.

Khalid Wahaab Jabber was born in Iraq. He has got his Master degree in Applied Linguistics from the School of Foreign Languages /Huazhong University of Science and Technology, China. Now he is an instructor of English language at department of English /University of Misan. His main interests include; pragmatics, discourse analysis, and cognitive linguistics.

Aymen Adil Mahmood was born in Iraq. He has got his Master degree in Applied Linguistics from the School of Foreign Languages /Huazhong University of Science and Technology, China. Now he teaches English language at Diyala Directorate of Education. His research interests are semantics and pragmatics.

Beyond Identity Problem: Perspective of a Chinese Teacher of English

Wensheng Deng

Department of Foreign Languages, Beijing Institute of Petrol-chemical Technology, Beijing, China

Abstract—With intensive globalization, Chinese teachers of English have more and more involved into cross-cultural communication. Throughout the communication, cultural conflicts have also arisen. Thus, Chinese English teachers have to face the conflicts in their teaching practice. For their specific and unique role, they are in the dilemma to either preserve his identity of Chinese culture or lose it to get a new identity of English culture. That is why the thesis has started to explore. The thesis digs out the reasons which have led to the conflicts of cultural identity--ideologies, the roots of the conflicts. As to the crisis of identity, the thesis offers the following solutions to Chinese English teachers. First, he should have a kind of consciousness or experience of Chinese culture and Western culture; second, he should get something critical in absorbing other cultures; third, he should remember that it is his goal to cultivate young generation with proper identity of moral attitudes, beliefs, personalities and values.

Index Terms—identity, cultural conflict, ideology, English teaching

I. INTRODUCTION

For Chinese teachers of English, identity problem is something unique and specific. They are distinctive and different from other counterparts over the world because of social institutions, cultures and history. With intensive globalization, a power to push forward cross-cultural communication, the interaction of national cultures over the world is speeding up as well. Simultaneously, China's opening-up to the world has brought about more opportunities to contact with other cultures for average citizens, especially for teachers of English, because English is the most widespread language among nations of the world, they have no language barrier. One more special reason is that One Belt and One Road Initiative being implemented is pushing forward the tendency of the cross-cultural communication. Under such a circumstance, every nation has accelerated the pace of modernization. Hence, the national identity, influenced more or less by the communication, embarking on culture diversities, starts to change. So it does for us Chinese teachers of English. And the status qua of their identity is changeable, and highlighted from both ethical and political viewpoint. But the reason to make the change is not clear. To clarify it, this thesis is going to discuss the problem of cultural identity of Chinese English teachers; and it is our hope that we would find some solution to it.

II. LITERATURE REVIEW OF IDENTITY PROBLEM

A. *Identity Studies in West*

Dating back to the history of identity studies, we can find there is a development clue in Western academy. The early studies of identity started from John Locke (1632—1704), a British philosopher. His ideas about identity almost are sources of the latter theory related with it. He claims that personal identity is conscious, spiritual, not survival. He made clear and careful studies on aspects of individual identity. (Harold W. Noonan, 2003, p24—43) Locke's theory is spread in various disciplines, from philosophy, psychology, politics and cultural studies, sociology, to anthropology, etc. Among the disciplines, psychology, politics and cultural studies are relatively remarkable. Sigmund Freud (1856—1939), an Austrian psychoanalyst, is one of the earliest explorers to the study. He thinks that individual identity is connected with his community or his relationship with others. Jacques Lacan (1901—1981), French psychoanalyst, on one hand, who admits Freud's unconscious theory, claims that language is also controlled by individual unconsciousness. On the other hand, he believes that individual subject or identity is affected by self-mirror image, is a self-cognition after one had contacts with his mirror image and language. The subject of identity is distanced from or alienated by the language, so "language learning is the beginning of violence, conceal, repression or estrangement." (Qi Xiaobin, 1994, p.72-77)

From 1950s to 1960s, a bunch of scholars contributed a lot to the studies of identity. Erik Erikson, an influential and pioneering psychologist in US, has proposed an enduring theory of development. He believed that the conflict, occurring during one's adolescence, is "identity versus role confusion." Erikson claims that identity encompasses the memories, experiences, relationships, personalities and values that create one's sense of self. This amalgamation creates a steady sense of who one is over time, even as new facets are developed and incorporated into one's identity.¹ His

1. <http://en.wikipedia.org/>, 10/21/2019.

theory has indicated that identity is complicated, constructed and mobile, which has impacts upon latter researchers. Obviously, Erickson has combined psychology with ethics in the studies, which is a great progress on the identity studies.

Western scholars have focused on politics and ethics from last 1970s~1980s, because there are problems resulted from multiple races and cultures at home and abroad. (Zheng Wei & Zhang Liang, 2018, p.65-78) There are researchers who have formulated identity theories in politics and cultural studies. For instance, Barth put forward a theory of identity—theory of cultural identity, which refers to individuals could locate himself according to personality frame of reference from culture and tradition. Hamers and Blanc stress that cultural identity is a result of individual socialization, which has started to form and developed from his childhood, a compound of cultural structure and individual personality. Stuart Hall holds that cultural identity consists of two dimensions. First, cultural identity is a culture shared with a community, a genuine ego with a collective, which is hidden in other individuals, sharing history and ancestor with others; the second one is that cultural identity is an existence and change. It's not only a presence today but also in the past and in the future. It's an existence beyond time, place, history and culture. (Lee Danjie, 2015, p. 27-28)

B. Identity Studies of English Teacher in China

In China, identity studies are also popular; it is mainly focused on culture. It is not started until the late 1990s in foreign language studies, though few scholars had brief mentions of it. Most scholars from foreign languages just are devoted into the identity of foreign language teachers from perspectives of pedagogy, academics and self-development, whose research have concentrated upon individual state as an English teacher or how to enhance self-academic ability. Not many of them have paid enough attention to conflicts of cultural identification between West and China. Nobody has explored problem of ideological conflicts.

As to the discussion of the identity of English teachers in China, most of scholars, publishing their theses related with it through journals or papers, have mainly focused on two aspects: one is based on academic development at different stages, for example, the shift from teaching English majors to non-English majors, which have new standards and requirements for English teachers; the other one is from the shift of English teaching renovation, which have resulted in corresponding shift of the identity of English teacher, i.e. from traditional role, to a modernist, like co-operator, partner and guider, and so forth. The domestic scholars have presented solutions to the identity problems as an English teacher. That is, self-constructing personal studies and self-enhancing academic abilities of one's own. The second way for us teachers is that they have to throw off old notions and ideas as a teacher: such as teacher-oriented idea; a teacher is not an authority, a dominator, a leader of learners anymore; now, the new approach advocates a style of student-oriented teaching method in class. The means and methods, adopted by researchers in domestic literatures, are qualitative approach and few are quantitative one. Such discussions could be dated back to last 20 years, though some scholars have mixed both methods. The former method is represented by Professor Xiang-ming Chen; the latter one is highlighted by Professor Yi-hong Gao. Chen has put forward a set of theory system, a teacher's practical knowledge, who has regarded them as the teacher's identity. It is a breakthrough of the identity theory by domestic scholars. Professor Gao has done a series of field research. Her studies are influential on English colleagues in China though she mainly uses a quantitative way.

Hence, from the analysis given above, at least, we can see that there leaves some gap in the studies of identity of language teachers, especially English teachers, from political and ethical perspective, which indicates a problem of language teaching in China. Having been under the influence of the structuralism linguistics for a long time, most university courses of language teaching, taking English as an example, regards language as only a tool instead of a cultural construction. In doing so, the language teachers can only have the form of language taught, like English performance, but not the essential content of culture—the culture hidden behind the language. No wonder, it is harder for an English major graduate to hunt for a job. The situation is hard to change if he can only possess the ability of basic skills, like listening comprehension, speaking, reading, writing and translating. If we traced back to roots of the problem, without any exaggeration, the teachers should have be partially responsible for the situation. On the contrary, if a teacher of English is aware of his identity, not only a role as a language teacher, in the course of teaching English, not only giving language points, but also critically introducing culture to learners as well, to both the teacher and the learner, it is of vital importance to form proper values on world, life and the like. The problem of today could be dissolved only if the roots of identity crisis had been eradicated. But, to our regret, most of the teachers are not always conscious of the problem at all.

III. IDENTITY PROBLEM OF ENGLISH TEACHER IN CHINA

A. The Instability and Polysemy of Identity

For human beings, identity is always mobile, never stable. From the time immemorial, which ancestors of human beings were migratory, not residents of a place for a long time but movable here and there because of climate, disease or war, etc., the identity problem has arisen. When they stay in hometown, their identity is native; however, while they have newly travelled to another place, the identity is a sojourner but not a local anymore. The identity, therefore, is constantly changed as the ancestors have been moving around from place to place. To a certain extent, actually, human

history is a history of migration. As it is known that our ancestors are wanderers in Eastern Africa from the earliest time on, then, they are travelers here and there over the world in the present. They have no permanent identity at all until they are settled down in a region. Yet, until today, the identity for us is still problematic without fixed content, and it is present anywhere even after millions of years were elapsed.

The long history of identity problem has brought many meanings to the word to locate the uncertainty of identity itself. If we look it up in a dictionary, we can find that it is problematic for us to use with many meanings. Etymologically, it was first used in 1545, in Middle French as *identité* from Late Latin *identitat-*, *identitas*, probably from Latin *identidem* repeatedly, contraction of *idem et idem*, literally, same and same.² After several centuries, it has derived into four main senses, a polysemy. According to *Random House Webster's Dictionary of American English*, there are four entries of meanings listed as the following:

- a. *the state or fact of remaining the same; the condition of being oneself or itself and not another;*
- b. *condition or character as to who a person is or what a thing is;*
- c. *the sense of self, providing a feeling of sameness and continuity; individuality;*
- d. *the state or fact of being the same one as described.*³

For its polysemy, the user often feels puzzled; he doesn't know which is which to describe his state. So, semantically speaking, identity itself has brought forth some confusion.

B. Identity Problem of Chinese English Teacher

For Chinese teacher of English, in the context of globalization, the biggest problem that he has been facing is crisis of cultural identity. He is just at the center of the conflicts between English culture and Chinese one. As we know that language is a carrier or medium of culture. So, the two languages represent different cultures, which can be embodiment of ideologies respectively. Except some of universal ideas shared by the two cultures, they're different from each other and probably have conflicts on political systems, worldviews, values and governing. Anything harmful, corruptive or conflicting against our morality, faith, public institution or patriotism is not suitable for us to cultivate young generation. For example, American scholar of politics, Francis Fukuyama, describes the so-called life of "megalothymia" like this:

"These wealthy, secure societies are the domain of Nietzsche's Last Man, "men without chests" who spend their lives in the endless pursuit of consumer satisfaction, but who have nothing at their core, no higher goals or ideals for which they are willing to strive and sacrifice. Such a life will not satisfy everyone. Megalothymia thrives on exceptionality: taking big risks, engaging in monumental struggles, seeking large effects, because all of these lead to recognition of oneself as superior to others." (Francis Fukuyama, 2018, p.9)

Obviously, such kind of life or society is mentally corruptive to young Chinese's mind and mentality. It shows that the conflicts of ideology are present throughout the two cultures. For the dilemma, it is embarrassed for a Chinese teacher to keep a balance between the two. As a role of English teacher, he has to keep the state or condition, i.e., his identification with English culture, recognizing it, so he could understand it better to explain the culture in and out, which is a standard to be a good teacher. But, on the other hand, being a Chinese, he is supposed to preserve Chinese 'cultural memory' (Jan Assmann, 1938--), not only should he trust Chinese culture but also love it. But, for him, as an English teacher, he has learned English for years; English culture has become a part of his set of knowledge. Even some of the culture, i.e. religion, tradition, custom, democracy, life style, in short, Western ideologies, which have been integrated with his daily life and social experience, are accepted whole-heartedly by him. Thus, it is natural for him to act in an English manner in daily life. Regrettably, they even don't realize they have been playing the role of spokesman for English culture. The status quo has led them to a kind of embarrassment. How could they both recognize English and resist Chinese or vice versa? The trouble is just like what *Holy Bible* says, "No one can serve two masters. Either he will hate the one and love the other, or he will be devoted to the one and despise the other. You cannot serve both God and Money." (*Matthew*, 6:24) The scriptures quoted here means: an English teacher is devoted to English culture or Westernized one; it is probably true to say that he can't just love it anymore, so it is impossible for him to comment it from an ethical way, let alone criticize it or find faults in it. In a word, he just trusts the language and culture. He has internalized them into his personality. Probably, that is why they aren't willing to analyze the danger hidden behind English culture and teaching; it's difficult for them to guard against harms from Western ideologies, which is conveyed in English cultures with the medium of English language. Again, it is as the scripture reads, "The man who thinks he knows something does not yet know as he ought to know." (*1 Corinthians*, 8:2) English teachers trust the faith or ideas in English too much and don't know they are trapped into it. Though they know the saying "Every coin has bright side and dark side", they forget it completely in teaching. It needs some time for them to change their deep-rooted faiths of the culture, and get rid of the conflicts.

A second problem for English teacher of China is that they have hardly realized what is hidden behind English teaching. That is, they don't understand what on earth is the problem disguised under the teaching job. Apparently, the job is one of the safest professions because it has no fatal accident around him. In a lesson, there are various activities organized to present language points; students are attracted by them. In fact, they are falling into a trap like a blind riding a horse so it is hard for them to cast off poisonous effect from English culture, because most of us have taken it

2. <https://www.merriam-webster.com/dictionary/identity>, 10/21/2019.

3. Gerard M. Dalgish (ed.), *Random House Webster's Dictionary of American English*, New York: Random House, 1997.

for granted that language is neutral and innocent. In fact, politically, English language is one of culture hegemony' (Antonio Gramsci, 189—1937) and 'political power' (Michael Foucault, 1926—1984). Therefore, "language learning is the beginning of violence, conceal, repression or estrangement." (Qi Xiaobin, 1994, p.72-77) As is known to the world, English is not widespread over the world until British Empire began its overseas colonial expansion and global trade after Industrial Revolutions. With British colonization, English goes to global step by step, and has been accepted as an official language or second official one by more than 110 countries in the world. Gunfire, vessels and opium are pioneers for English to be prevailed. Admittedly, to some degree, English has brought about a kind of modern civilization to the colonized nations; however, there are few of us who are aware of culture loss---the death of native languages. A great number of ethnic languages are died out of the Earth forever. The ecosystem and balance of language are disrupted or destroyed, and the diversity of languages is being disappeared. The vanished Indian dialects are just proof to the loss. A lot of Indian speeches and dialects have been dying out since Mayflower was docked in Nov. of 1620 at Plymouth in the brave new world; so does the languages in Africa, Asia and Australia. Wherever English is spoken, English culture and civilization are brought there. The enslaved nations are forced to use the bragged new paradigm or standard in English. Nowadays, the place of English as a hegemony and 'ethnocentricity' (William Graham Sumner, 1840—1910) is established and strengthened increasingly because of American power, which is waging a culture war against its opponents to spread its ideologies, with the disguises of cultural products, such as Hollywood movies, Apple products, and McDonald snacks, etc. throughout the world. The products are thoughtless, nevertheless, what is hidden behind them implies that English ideology is central, other is marginal; a new inequality of culture comes into being. Though, apparently, we are teaching only English, we might be quiet accomplices of English imperialists, and constant contributors to the inequality, hegemony and ethnocentricity. Therefore, undoubtedly, there are enormous hazards and risks hidden behind English teaching. It's never careful enough for us to be alert to them.

IV. CAUSE OF THE IDENTITY CRISIS

The root of the identity crisis lies at the conflicts of the ideologies represented by the two cultures, which are embodied by the two languages. Hence, we are both teachers of English and watchdogs of ideology as well. In fact, if we go back to history of intellectuals in West, we will find that censorship has a long history. In Plato's *Republic*, Plato stresses that a poet can't be a ruler of a nation, because he would nourish young men with improper ideas and is expelled out of it. It shows that ideological conflict in education is realized clearly from old Greek.

Ideology, the term, was coined by French philosopher Destutt de Tracy (1754-1836) to describe the science of ideas: that is, the discipline that would enable people to recognize their prejudices and biases. Afterwards, Karl Marx (1818-83) and Friederich Engels (1820-95) developed the concept, which designates culturally determined bodies of ideas meant to advance the interests of certain social groups; often to the detriment of others. (Dani Cavallaro, 2007, p.75) A lot of philosophers in West have proposed various definitions of ideology. The main ones are listed here as follows:

- a body of ideas, ideals, values or beliefs;
- a philosophy;
- a religion;
- false values used to keep people under control;
- a set of habits or rituals;
- the medium through which a culture shapes its world;
- ideas promoted by a specific social class, gender or racial group;
- the values that sustain dominant structures of power;
- the process whereby a culture produces meanings and roles for its subjects;
- the alliance of culture and language;
- the presentation of cultural constructs as natural facts. (ibid)

Thus, from the definitions listed above, we can see that ideology is mainly a set of ideas, not necessarily referred to something political, or economic. In a nation with multiple ethnics, the ideology of dominator is legitimated consequently by using all sorts of strategies. So, it is endowed with the role of master ideology among others. A nation always tries its efforts to spread and promote its ideology to other nations by all possible means and methods. Only the ideas, which are contradictory or conflicting among nations, are excluded by opponents. From Socrates (470B.C.—399B.C.) & Plato (427B.C.—347B.C.) in ancient Greek until Samuel Phillips Huntington (1927—2008), Daniel Bell (1919—2011) & Francis Fukuyama (1952—) in modern America, ideological conflicts are highlighted all the time. The capitalist nations have been waging a war of ideologies against socialist ones since the day socialism was established, and Cold War is one of the proofs of ideological conflicts.

In teaching practice, ideological conflicts are often concealed in the text for learners. We should analyze it carefully to expose them, like text attitude, implied moral tendency, ethnocentricity, etc. For example, there is a text entitled "The Pursuit of Dreams", which is a story of how a deaf guy has come into his dream to be a DJ.⁴ The textual attitude is very encouraging, inspirational to the students. However, if we go into the reason that has led the hero to a deaf, we can find

4. The text "The Pursuit of Dreams" referred here is adopted from *New Progressive College English Integrated Course Book I* (Ji Pei-ying & Feng Yu, eds.), Shanghai: Shanghai Foreign Language Education Press, 2017, p.12-16.

it was just the high price of treating ear that his family could not afford, because they had no health insurance at that time. From the reason and the text, we can discern the implied ideologies as the subsequent:

- a. the country referred in the text is a paradise for the rich;
- b. the country has a good system of health insurance;
- c. a doctor in the country is likely to be highly paid;
- d. individualism culture is encouraged in the country;
- e. prestigious economy and consumer economy is popular;

Therefore, a teacher should make ethical decisions about the ideologies conveyed between lines in the text. He is supposed to tell his students which is good, like b, and which is bad, like a or e, and which is universally accepted over the world, like c and d. We may also ask the students to have a discussion of the ideas and make the choices of their own. As to political ideology, sometimes they are expressed in some English works and are of hostility to Chinese culture, especially untrue to our history and political institution. Like the book *Identity: The Demand for Dignity and the Politics of Resentment* written by Francis Fukuyama,⁵ it is clear for us to resist the political ideology implied in the book, and we should dig out the historical situation, and make it known to the students.

V. SOLUTIONS TO IDENTITY CRISIS

Faced the identity crisis, we are supposed to work it out. Here are some ways to it. In the first place, as a teacher of English in China, he should have a kind of consciousness or experience of Chinese culture, including history, politics and tradition, and the like, to be subject of Chinese culture. As the inscription "Know thyself!" engraved in Parthenon Temple of Greek shows, one must understand himself, then can he know others well. By doing so, he is able to acquire the identification with Chinese culture and be proud of classics of it; he will be confident with it and have trust on it. In the meanwhile, he should also know something about Western culture, including history and politics so that he can absorb advantages and resist disadvantages of other cultures. In doing so, we should distinguish homogeneity and heterogeneity from other culture with Chinese one.

Second, we should get something critical to absorb other cultures, and put it into teaching practice. For instance, when we are taking or introducing other cultures to young people, we are able to be critical to do so, be an examiner or a censor of cultural products. In the analysis of other cultures, we ought to find textual attitude, discourse authority, ethnocentricity, ideological hegemony and imperialism underlying throughout course books; we must be aware of other ideologies, may not lose our moral personality, identity or self in doing so. In the meanwhile, confronted with various forms of contemporary cultures, such as fan culture, consumer culture, body culture, prestigious economy, new geist and the like, certainly, we are open to them, but we should make use of proper parts of them to be infused with ours, it is not intelligent for us to resist them for once and all. So, particularism to other is stupid. Of course, in the communication with other advanced cultures, we shouldn't necessarily feel inferior to others and get a kind of nihilism to self or otherwise, i.e. nationalism, advocating national supremacy. Both of the two extremist attitudes are improper in cross-cultural communication and should be thrown off. The proper way for us to look at new, modern cultures is to have a critical eye and open mind.

Third, we should remember that it is our goal to cultivate young generation with proper identity of moral attitudes, beliefs, personalities and values, who are able to play positive roles in our society and family, to preserve our classical cultural memories, and our hopes for the future. Though most of these things can, of course, change all the time, the young generation can switch jobs, move to a different community, or experience a kind of life changing circumstances that challenge our beliefs.

REFERENCES

- [1] Cavallaro, Dani. (2007). *Critical and Cultural Theory: Thematic Variations*. New Jersey: The Athlone Press, p.75.
- [2] Fukuyama, Francis. (2018). *Identity: The Demand for Dignity and the Politics of Resentment*. New York: Macmillan Corporate.
- [3] Holy Bible (1996, New International Version). 1 Corinthians (8:2). Hong Kong: Chinese Bible International Limited.
- [4] Lee, Danjie. (2015). On Cross-Cultural Identity. *Academy*.No.10, Vol. 35, p.27-28.
- [5] Li, Zongqiang. (2015). Literature Review of English Teaching and Identity in China. *Journal of Harbin University*, No. 7, Vol.36, p.121-124.
- [6] Ma, Wenli. (2013). Literature Review of an English Teacher's Identity at National Colleges. *Journal of Yangtze University (Social Science Edition)*, No.11, Vol.36, p.151-152.
- [7] Noonan, Harold W. (2003). *Personal Identity*. New York: Routledge of the Taylor & Francis Group.p.24-43.
- [8] Qi, Xiaobin. (1994). The Construction and Deconstruction of Language Myth. *Journal of Xi'an International Studies University*, No.1, Vol.10, p.72-77.
- [9] Wei, Zheng & Liang, Zhang. (2018). Myths of Identity—The Rise and Fall of Contemporary Western Identity Politics. *Exploration and Free Views*, No.11, Vol. 28, p.68-75.

5. See the book *Identity: The Demand for Dignity and the Politics of Resentment* written by Francis Fukuyama. New York: Macmillan Corporate, 2018, page 9-10.

Wensheng Deng was born in Anhua County, Hunan Province of China in 1967. He received his M.A. in literature from Central South University of China in 2002, and he has further trained his academics at Harding University of the USA from 2007 until 2008. And now he is Associate Professor of Anglo-American Literature of the Dept. of Foreign Languages at Beijing Institute of Petrol-chemical Technology, China. His scholastic studies cover Comparative Literature, Translation Studies, Film Studies and Politics.

Mr. Deng is a member of Chinese Association of Foreign Language Teachers. And he has published more than 30 papers home and abroad.

Study on Translations of Five Xing Theory of TCM and Its Core Terminologies

Jiaxing Ou

University of Shanghai for Science and Technology, Shanghai, China

Yan Hua

University of Shanghai for Science and Technology, Shanghai, China

Abstract—Against the backdrop of the Belt and Road Initiative, the going-out policy of Chinese culture is ensured by a strong language tool. Now the going-out of Traditional Chinese Medicine (TCM) is leading an irreversible trend for TCM is widely expanded as the significant part of traditional Chinese culture. Then, the precise translation of TCM is expected to be a guarantee for its internationalization. To date, mistranslation, omission and inaccuracy have extremely interfered with the cultural exchanges with other countries, affecting the quality of translations. From the aspect of the translations of Five Xing Theory of TCM and its core terminologies, the paper purports to compare WHO International Standard Terminologies on Traditional Medicine in the Western Pacific Region (IST) and International Standard Chinese-English Basic Nomenclature of Chinese Medicine (ISN). And then it can be concluded that when translating Five Xing Theory of TCM and its core terminologies, literal translation and transliteration should be mainly adopted and annotation is supposed to be added in proper situation so as to achieve accurate translation and better the promotion of transmission of TCM.

Index Terms—translation of TCM, Five Xing Theory, The Belt and Road Initiative

I. INTRODUCTION

Five Xing Theory is stemmed from ancient Chinese philosophy and develops into the philosophical foundation of TCM with its basic theory combined with TCM to diagnose and prevent diseases (Sun & Zheng, 2012). The key to TCM's international communication lies in the exact translation of basic theories of TCM. Therefore, as the important part of basic theories of TCM, standardized and normalized translation of Five Xing Theory and its core terminologies are required.

Researches on TCM translation are growingly incremental with the topics of them mostly centering on translation of terminologies and Classics, for example, *The Inner Canon of Huangdi* and *Cold Diseases*. Some studies on the translation of Five Xing Theory of TCM and its core terminologies of course can be found including related three pieces of thesis and dissertations as well as twelve journal articles. Among them, Chen (2002) highlights the significant relation between Five Xing Theory's origin and Chinese philosophy. Li (2009) analyzes the specific connotations and translation strategies of Five Xing Theory, arguing that “five movements” or “five interactions” is the viable translation. Yan (2016) mentions that translators must not translate Five Xing into Five Organs, and the imagery thinking should be reserved. In addition, annotations can also be added into translations. They all debate on the situation that whether it is proper to render “Wu Xing” into “Five elements” and they finally take different views. Though a small part of the translation of “Xiang Sheng Xiang Ke” and “Xiang Cheng Xiang Wu” are discussed in those studies, more profound exploration is still required to be achieved in order to get meaningful results. Therefore, based on the proceeding studies at home and rare literature procured outside China, the paper will give a further discussion on the translation of “Wu Xing”, “Xiang Sheng Xiang Ke” and its related terminologies like “Xiang Cheng Xiang Wu”, “Mu Zi”, “Xiang Sheng”, “Zhi Hua” and “Sheng Fu”.

II. FIVE XING (WOOD, FIRE, EARTH, METAL AND WATER)

Five Xing Theory counts wood, fire, earth, metal and water as five rudimentary substances that constitute everything in the universe, making them an organic whole. The ancients combine Five Xing with Five Organs' physio-pathology so as to elucidate Five Organs' operation and diagnose diseases in human body. All in all, Five Xing can not be perceived one by one and it is suggested that we dawn on Five Xing in an associative and unitive way given that the extensive connotations are contained in them.

Chinese character “Wu Xing” was first mentioned in *Shang Shu*. *Shang Shu*, in stating what “Wu Xing” is, says, “Wu Xing refers to water, fire, wood, metal, and earth” (Mu, 2009, P. 128). And it still explains the features of those Xing: wood stands for growing; fire represents heat and rising; earth symbolizes loading; metal features settlement and constriction; and water means moisture and descending.

Five elements have their unique functions and they promote and restrain each other. Such an interplay process, keeping them active in the movements of “Xiang Sheng Xiang Ke”, is far more than isolated or motionless.

IST and ISN translate Five Xing into five phases and five elements/five phases respectively. In reference to Mu, Huo, Tu, Jin and Shui (Chinese characters), both IST and ISN translate them like this: Wood, Fire, Earth, Metal and Water. The author holds that five phases and five elements would be too simple to perceive Five Xing, unable to convey its meanings in a systematic way. Without a concert English equivalent word for “Xing” which contains quite a few implications, “phases” and “elements” fail to express its exact meaning. TCM’s Five Xing highlights the interactional movements among Five Xing rather than the simple five elements nor each isolated phase. Furthermore, the relationship between the systematically interactional nature in Five Organs and Five Xing’s features truly proves Five Xing’s inner dynamic connections. And in *Plain Conversation of The Inner Canon of Huangdi*, the relation among Five Xing, Five Organs and Five Flavours (sweet, sour, bitter, pungent and salty) is fully stated. Therefore, the author considers that it is the most appropriate to render “Wu Xing” into Five Xing like Yin Yang and Qi. And the translations of Wood, Fire, Earth, Metal and Water that offered by IST and ISN are feasible because neither “Tu” is literally translated into “Soil” nor “Jin” is rendered into “Gold”. Compared with “Soil” and “Gold” which are too restrictive to present the true meanings of “Tu” and “Jin”, “Earth” and “Metal” cover more extensive information. So, the above discussed translations of each Xing are most suitable.

TABLE 1
THE TRANSLATIONS OF “WU XING XUE SHUO” AND “WU XING” BY IST AND ISN

	五行学说	五行
IST	Five Phase Theory	five phases
ISN	Five Phase Theory	five elements; five phases

TABLE 2
THE TRANSLATIONS OF “MU”, “HUO”, “TU”, “JIN”, AND “SHUI” BY IST AND ISN

	木	火	土	金	水
IST	wood	fire	earth	metal	water
ISN	wood	fire	earth	metal	water

III. GENERATION AND RESTRICTION AMONG FIVE XING (MOTHER AND CHILD, XING BEING RESTRICTED AND UN-RESTRICTED)

“Generation and Restriction among Five Xing”, performing in a dynamic, ordered and balanced manner, refers that Five Xing promotes and restrains each other, from which the concept of “Mother and Child” as well as “Xing Being Restricted and Unrestricted” are extended.

“Xiang Sheng” is the generation and promotion among Five Xing in order. The rule of “Xiang Sheng” among Five Xing is as follows: Mu Sheng Huo; Huo Sheng Tu; Tu Sheng Jin; Jin sheng Shui; Shui Sheng Mu.

“Xiang Ke” refers to the restriction and restraint among Five Xing in order. The rule of “Xiang Ke” among Five Xing falls like this: Mu Ke Tu; Tu Ke Shui; Shui Ke Huo; Huo Ke Jin; and Jin Ke Mu.

IST translates “Sheng” into “engendering or generating” and renders “Mu Sheng Huo” into “Wood engenders Fire”. And “Ke” is translated into “restrain” while “Mu Ke Tu” is rendered into “Wood restrains Earth”.

In ISN, “generation of five elements/phases” is the English correspondence of “Wu Xing Xiang Sheng” and “restriction among five elements/phases” is the translation of “Wu Xing Xiang Ke”. And for the translation of “Mu Sheng Huo” and “Mu Ke Tu”, “Wood generating Fire” and “Wood Restrains Earth” are given.

From the above listed translations, the core words used in the translation of “Xiang Sheng Xiang Ke” are “engender”, “generate”, “restrain” and “restrict”. Looking up *Longman Dictionary of Contemporary English (the 5th edition)*, the author finds out the definitions of the above four words. Here is the explanation of “engender”: “to be the cause of a situation or feeling” (Cai, 2014, P. 805). There are two items of the definition of “generate” - “to produce or cause something; to produce heat, electricity, or another form of energy” (Cai, 2014, P. 1044). Though “engender” and “generate” can basically express the meaning of “Xiang Sheng”, its connotation of “promotion” is not covered in them. “Sheng” in Five Xing theory also means promotion, setting great store by the interplay among Five Xing. In addition, Five Xing exists in the universe naturally. In other words, people do not say one Xing produces the other Xing because of their existence of nature. Therefore, to completely and precisely translate “Xiang Sheng”, more discussion should be conducted in the future.

Longman Dictionary of Contemporary English (the 5th edition), in explaining what “restrain” means, says, “to stop someone from doing something often by using physical force; to control your own emotions or behaviour; and to control or limit something that is increasing too much” (Cai, 2014, P. 2149). With respect to the explanation of “restrict”, it says, “to limit or control the size, amount, or range of something; to limit someone’s actions or movements” (Cai, 2014, P. 2150). Analyzing the above meanings of “restrain” and “restrict” given by the dictionary, the author learns that both the words of “restrain” and “restrict” mean “limit” or “control”. So, either “restrain” or “restrict” convey “Ke” appropriately.

In light of “generation among Five Xing”, one Xing who engenders the other Xing is called the “mother” while one Xing who is engendered by the other Xing is named “child”. So, in the process of “generation among Five Xing”, every Xing can be the “mother” or “child”.

In terms of “Mother and Child” of Five Xing, IST translates “Mu Qi”, “Zi Qi”, and “Mu Zi Xiang Ji” into “mother qi”, “child qi”, and “mother and child affecting each other”. While ISN renders “Mu Qi” and “Zi Qi” into “mother-element qi/mother-phase qi” and “child-element qi/child-phase qi/edema of legs in pregnancy”. Adding annotations and stating the origins of “mother” and “child” with parenthesis, the author think, are feasible strategies when translating “mother qi”, “child qi” and “mother and child affecting each other”.

For examples:

mother qi (Wood engenders Fire, so Wood is mother and then Fire is child. So are other Xing.)

child qi (Wood engenders Fire, so Wood is mother and then Fire is child. So are other Xing.)

In reference to “restriction among Five Xing”, one Xing restrains the other Xing. Then we say that the other Xing is restrained by one Xing, and one Xing is un-restrained by the other Xing. So, every Xing can be restricted and un-restricted by other Xing. This is where Chinese “Suo Sheng” and “Suo Busheng” come from. Chinese character “Sheng” means “to win”. “Suo Sheng” means “being won” while “Suo Busheng” implies “being un-won”. In this situation, we could say that “being won” is “being restricted” and “being un-won” is “being un-restricted”. For example, “Wood restrains Earth” can be seen as “Wood wins Earth”, so “Tu Wei Mu Suo Sheng” should be translated into “Earth being restricted by Wood”. And “Mu Wei Tu Suo Busheng” are supposed to be rendered into “Wood being un-restricted by Earth”.

The translations of Chinese “Suo Sheng”, “Suo Busheng”, “Mu/Huo/Tu/Jin/Shui Wei Jin/Shui/Mu/Huo/Tu Suo Sheng” and “Mu/Huo/Tu/Jin/Shui Wei Tu/Jin/Shui/Mu/Huo Suo Busheng” are not mentioned in IST. Nevertheless, ISN translates them into “element being restricted”, “elements being un-restricted”, “Wood/Fire/Earth/Metal/Water being restricted by Metal/Water/Wood/Fire/Earth” and “Wood/Fire/Earth/Metal/Water being un-restricted by Earth/Metal/Water/Wood/Fire”. All those translations conform to the original based on “restriction among Five Xing”.

TABLE 3
THE TRANSLATIONS OF “XIANG SHENG”, “XIANG KE”, “WU XING XIANG SHENG”, AND “WU XING XIANG KE” BY IST AND ISN

	相生	相克	五行相生	五行相克
IST	engendering/generating	restrain	/	/
ISN	/	/	generation of five elements/phases	restriction among five elements/phases

TABLE 4
THE TRANSLATIONS OF “MU SHENG HUO”, “HUO SHENG TU”, “TU SHENG JIN”, “JIN SHENG SHUI”, AND “SHUI SHENG MU” BY IST AND ISN

	木生火	火生土	土生金	金生水	水生木
IST	wood engenders fire	fire engenders earth	earth engenders metal	metal engenders water	water engenders wood
ISN	wood generating fire	fire generating earth	earth generating metal	metal generating water	water generating wood

TABLE 5
THE TRANSLATIONS OF “MU KE TU”, “HUO KE JIN”, “TU KE SHUI”, “JIN KE MU”, AND “MU KE HUO” BY IST AND ISN

	木克土	火克金	土克水	金克木	木克火
IST	wood restrains earth	fire restrains metal	earth restrains water	metal restrains wood	wood restrains fire
ISN	wood restricting earth	fire restricting metal	earth restricting water	metal restricting wood	wood restricting fire

TABLE 6
THE TRANSLATIONS OF “SUO SHENG”, “MU WEI JIN ZHI SUO SHENG”, “HUO WEI SHUI ZHI SUO SHENG”, “TU WEI MU ZHI SUO SHENG”, “JIN WEI HUO ZHI SUO SHENG”, AND “SHUI WEI TU ZHI SUO SHENG” BY IST AND ISN

	所胜	木为金之所胜	火为水之所胜	土为木之所胜	金为火之所胜	水为土之所胜
IST	/	/	/	/	/	/
ISN	element being restricted	wood being restricted by metal	fire being restricted by water	earth being restricted by wood	metal being restricted by fire	water being restricted by earth

TABLE 7
THE TRANSLATIONS OF “SUO BU SHENG”, “MU WEI TU ZHI SUO BU SHENG”, “HUO WEI JIN ZHI SUO BU SHENG”, “TU WEI SHUI ZHI SUO BU SHENG”, “JIN WEI MU ZHI SUO BU SHENG”, AND “SHUI WEI HUO ZHI SUO BU SHENG” BY IST AND ISN

	所不胜	木为土之所不胜	火为金之所不胜	土为水之所不胜	金为木之所不胜	水为火之所不胜
IST	/	/	/	/	/	/
ISN	elements being un-restricted	wood being un-restricted by earth	fire being un-restricted by metal	earth being un-restricted by water	metal being un-restricted by wood	water being un-restricted by fire

TABLE 8
THE TRANSLATIONS OF “MU QI”, “ZI QI”, AND “MU ZI XIANG JI” BY IST AND ISN

	母气	子气	母子相及
IST	mother qi	child qi	mother and child affecting each other
ISN	mother-element qi/mother-phase qi	child-element qi/child-phase qi/edema of legs in pregnancy	/

IV. OVER-RESTRICTION AND COUNTER-RESTRICTION AMONG FIVE XING

“Xiang Cheng Xiang Wu” are the abnormal situations relative to “Xiang Ke” when the regular restriction among Five Xing becomes disorder and destructive. So “Xiang Ke” and “Xiang Cheng Xiang Wu” usually are categorized as physiological and pathological status respectively.

“Xiang Cheng” is the overwhelming of “restriction”, transcending the normal restricting force. Two kinds of situations are included in this abnormal phenomenon (Taking “Earth restrains Water” as example). First, when Water gets weak, Earth seizes the opportunity and bullies Water. Under this situation, Earth overwhelms Water. Second, when Earth becomes too strong for other Xing to control, it over-restricts Water.

“Xiang Wu” is the counter-restriction among Five Xing. Also, there are two sorts of situations (Taking “Earth restrains Water” as example). First, when Water is much stronger than its normal state, Earth can not restrain it and it over-restricts Earth. Second, when Earth becomes weaker, Water is relatively stronger than Earth and then it will over-restrict Earth.

ISN translates “Wu Xing Xiang Cheng” and “Wu Xing Xiang Wu” into “over-restriction among five elements/phases” and “counter-restriction among five elements/phases”. And IST renders “Xiang Cheng” and “Xiang Wu” into “overwhelming” and “rebellion”. “Mu Wu Jin” is translated in “Wood counter-restricting Metal” in ISN and so does other Xing. “Overwhelming” and “over-restriction” imply the information of “restrict too much” while “rebellion” and “counter-restriction” correspond with the original loyalty and accurately. Therefore, these translations are workable.

TABLE 9
THE TRANSLATIONS OF “XIANG CHENG”, “WU XING XIANG CHENG”, “XIANG WU”, AND “WU XING XIANG WU” BY IST AND ISN

	(相)乘	五行相乘	(相)侮	五行相侮
IST	overwhelming	/	rebellion	/
ISN	/	over-restriction among five elements/phases	/	counter-restriction among five elements/phases

TABLE 10
THE TRANSLATIONS OF “MU WU JIN”, “HUO WU SHUI”, “TU WU MU”, “JIN WU HUO”, AND “SHUI WU TU” BY IST AND ISN

	木侮金	火侮水	土侮木	金侮火	水侮土
IST	/	/	/	/	/
ISN	wood counter-restricting metal	fire counter-restricting water	earth counter-restricting wood	metal counter-restricting fire	water counter-restricting earth

V. “RESTRICTION AND PROMOTION” AND “OVER-RESTRICTION AND RECOVERY”

The systematic structure of Five Xing contains two kinds of self-adjusted mechanisms - “Zhi Hua” in normal state and “Sheng Fu” under the abnormal situation, to keep itself dynamically balanced and cyclically operative.

Chinese character “Zhi” is “restriction” and “Hua” is “promotion or generation”. The adjustment process of “Zhi Hua” means that the systematic structure of Five Xing acquires regulating effects through the interplay between “generation among Five Xing” and “restriction among Five Xing” under a normal condition with the purpose for keeping Five Xing balanced.

From the holistic movement of Five Xing, the relation between any two among Five Xing is bidirectional but not unidirectional one. Any Xing among Five Xing should “generate”, “be generated”, “restrict” and “be restricted” in order to ensure the right movement of “Zhi Hua”. For example, Wood restricts Earth. Earth generates Metal. Metal restricts Wood. Thus, Wood will neither be too full nor fall into a decline, which enables Wood to motivate in a gentle level and then it can work regularly. This principle goes for other Xing.

So, from the above “generating” and “restricting” process, we learn that in the movement of Five Xing, the unbalanced state will be balanced and then the recovered balanced condition will again be broken by new unbalance, which is a circular activity, advancing the continuing changes and development of things.

IST and ISN translate “Zhi Hua” into “inhibition and generation” and “restriction and generation” respectively. Now that Chinese characters “Zhi” and “Hua” are opposite, when translating them into English, we are supposed to use antonym. Therefore, for the translation of “Zhi Hua”, neither “inhibition and generation” nor “restriction and generation” is antonym totally. The author proposes that the “generation” be replaced by “promotion” and then “Zhi Hua” be rendered into “restriction and promotion”.

“Sheng Fu” adjustment mechanism plays its effect by “generation and restriction” when partial force appears unbalance in Five Xing systematic structure. Through the “Sheng Fu” regulatory mechanism, the unbalanced Five Xing systematic structure becomes balanced again.

Chinese character “Sheng” refers to the over-restriction qi between the adjacent Xing in the process of “restriction among Five Xing”. Once “Sheng” qi appears, the opposite force comes to repress it which is called “Fu” qi, the recovery qi.

For example, we know that Fire restricts Metal. If Fire qi is too much stronger, Fire will over-restrict Metal, causing the debility of Metal qi. Then the weak Metal cannot restrict Wood. Now Wood grows relatively stronger and over-restricts Earth. Earth is restrained and not capable enough to control Water. Eventually, the unscrupulous Water will put down the overwhelming Fire. The Five Xing systematic structure works regularly again. On the contrary, when Fire qi is not enough, it will be over-restricted by Water. Fire becomes weaker, and it cannot restrict Metal so as to make the overfull Metal restricts Wood intensively. Then Wood becomes weaker and unable to restrict Water. Finally, the weakened Water fails to restrict Fire so that Fire qi will get recovered.

Over-restriction and recovery are two parts of the “Sheng Fu” adjustment mechanism, keeping Five Xing systematic structure operate in a balanced way. If any Xing among Five Xing is too full to be restricted by the other Xing, the harmony among Five Xing will be destroyed. So, “Fu”, which is the “recovery”, plays a significant role in balancing the Five Xing systematic structure.

Since neither IST nor ISN gives the translation of “Sheng Fu”, the author would like to offer one version. For the author, it may be most appropriate to translate “Sheng Fu” into “over-restriction and recovery”, which conveys the original meanings and basic information of “Sheng Fu”.

TABLE 11
THE TRANSLATIONS OF “ZHI HUA” AND “SHENG FU” BY IST AND ISN

	制化	胜复
IST	Inhibition and generation	/
ISN	Restriction and generation	/

VI. CONCLUSION

The increasing strong comprehensive national power, the growing national consciousness and the continuing extension of the Belt and Road Initiative lead TCM’s going-out an irreversible trend. Comparing WHO International Standard Terminologies on Traditional Medicine in the Western Pacific Region (IST) and International Standard Chinese-English Basic Nomenclature of Chinese Medicine (ISN), the paper analyzes the translations of Five Xing Theory and its core terminologies and eventually it can be concluded that the two standards have advantages and disadvantages in reference to the translation of Five Xing Theory and the given translations about that in these two standards convey the basic connotations loyally in general. However, without equivalent English items, only one or two words would not be able to cover the abundant meanings of some terminologies, like “Wu Xing” and “Xiang Sheng”. Therefore, literal translation and transliteration are proposed to be adopted as main strategies, for example, “Wu Xing”, “Zhi Hua” and “Sheng Fu” are translated into “Five Xing”, “Restriction and Promotion” and “Over-restriction and Recovery”. In addition, annotations are needed, for instance, the extended “Mu Zi” from “Xiang Sheng Xiang Ke” should be rendered into “Mother and Child” with its explanation in parentheses, so as to preserve and convey the traditional Chinese culture and help readers understand better.

REFERENCES

- [1] Feiya, Chen. (2000). Analyzation on Translation of TCM’s Five Elements. *Journal of Shaanxi College of Traditional Chinese Medicine*, 4, 62-63.
- [2] Guangren, Sun. & Hongxin, Zheng. (2012). *Basic Theories of Traditional Chinese Medicine*. Beijing: Chinese Press of Traditional Chinese Medicine.
- [3] Jianfeng, Cai. (2014). *Longman Dictionary of Contemporary English (the 5th edition)*. Beijing: Foreign Language Teaching and Research Press.
- [4] Ping, Mu. (2009). *Shang Shu*. Beijing: China Publishing House.
- [5] Qiang, Yan. (2016). Brief Analysis on the English Translations of Some Specific Terms of TCM Five-phase Theory. *China Journal of Traditional Chinese Medicine and Pharmacy*, 31 (07), 2840-2842.
- [6] WHO (Western Pacific Region). (2009). *Trans. Institute of Integrated Chinese and Western Medicine in the First Hospital of Peking University. WHO International Standard Terminologies on Traditional Medicine in the Western Pacific Region*. Beijing: Peking University Medical Press.
- [7] Zhaoguo, Li. (2009). Briefly on English Translation of Wuxing. *China Terminology*, 11 (05), 46-47.
- [8] Zhenji, Li. (2008). *International Standard Chinese-English Basic Nomenclature of Chinese Medicine*. Beijing: People’s Medical Publishing House.

Jiaxing Ou was born in Guangdong Province, China. She is currently a postgraduate in the College of Foreign Languages, University of Shanghai for Science and Technology, Shanghai, China. Her major is English Language and Literature.

Yan Hua graduated from University of Shanghai for Science and Technology (USST) in 1996. She is currently associate professor at USST. Her research interests mainly are Australian Literature and Teaching Methodology.

Necessity of ESP (English for Specific Purpose) Courses for Medical and Science Students at Najran University, Saudi Arabia: An Exploratory- cum-remedial Study

Mohammad Owais Khan
College of Languages & Translation, Najran University, Najran, Saudi Arabia

Abstract—English as we know that plays a major role in higher education, Science and technology. It also plays a very essential role in the field of Medicine and other related disciplines because textbooks and journals are mostly written in English. This paper is an attempt to call for ESP courses specially designed to meet the needs of the growing demand of teaching English to Medicine and Science students or to modify the prerequisite course of such professional disciplines i.e. “Preparatory Year Program (PYP)” up to the level of ESP. The present study identifies the students’ acuties about the significance of the language skills, their ability in performing those skills, and their preferences regarding the English language course. It also sheds light on the problems in teaching English for specific purpose in Saudi Arabia. This study investigates the challenges encountered in teaching Medicine and Science students in Saudi Arabia and also attempts to answer the following questions: (a) what are the challenges that Medicine and Science teacher face while teaching? (b) What are the causes of these problems and (c) how can such problems be minimized? Finally, the findings of the research suggest some remedial measures and recommendations for improvement.

Index Terms—English for Specific Purposes, English for medical students, specific needs, and remedial measures

I. INTRODUCTION

The ubiquitous use of the English language is considered international communication or globalization. In this continuous and constant expansion of globalization, English is considered as the language of Science and Technology. In this era of Internet, English is the most commonly used language and it is the only source of communication. Most of the universities all over the world including Arab world introduced ESP courses for Science, Medical and Engineering streams.

In Saudi context, Faculty of Medicine, Engineering and Technology in general and the College of Dentistry at Najran University in particular espouse English as the only medium of instruction. The students enrolled in these faculties face great problems because they are not taught any specific English courses for their discipline. The foundation course or the prerequisite course for these faculties is preparatory year program (PYP) which does not adequately prepare the students to function in accordance with their specialization because they take only language skills courses i.e. (LSRW) Listening, Speaking, Reading and Writing and same approach has been adopted in the prerequisite course at preparatory year program, Najran University. The course books which the students are studying in foundation courses do not fulfill the requirement of ESP. ESP course material in different universities of Saudi Arabia have been selected without taking care of the desired level of proficiency of the students and proper investigation. It has been observed that, course designing and syllabus for ESP should be the first priority. Therefore, this study aims at investigating the students’ needs at the College of Dentistry and other professional disciplines, and gives some suggestions and recommendations for the solution of these problems. English has a leading position in science and technology; it is the language of world trade. Therefore, English is the foremost language of business and the necessity of the people who enter in the international market. Consequently, appropriate and useful requirements must be kept in mind while designing ESP syllabus and selecting teaching materials.

II. LITERATURE REVIEW

English for Specific Purposes (ESP) is one of the most growing areas of EFL for the last several decades. It is one of the most active branches of Applied Linguistics. ESP is the emergence of English as a world language, and is a necessity for Science, Engineering, and Technology professionals to cope with the different teaching situations and needs. Let’s start with some definitions of ESP by different authors such as:

Paltridge & Starfield, (2013), defined that “English for Specific Purposes (ESP) is a learner-centered approach to teaching English as an additional language, which focuses on developing communicative competence in a specific

discipline such as academics, accounting, agronomy, business, IT, teaching, and engineering. Unlike many other research areas in theoretical and applied linguistics, ESP has been, at its core, a practitioners' movement, devoted to establishing, through careful research, the needs and relevant discourse features for a targeted group of students."

Dudley, E.T. & John. M. (1998) extended definitions of ESP in terms of 'absolute and variable' characteristics are as follows:

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners.
2. ESP makes use of underlying methodology and activities of the discipline it serves.
- 3: ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genres.

Variable Characteristics:

- (1) ESP may be related to or designed for specific disciplines.
- (2) ESP may use, in specific teaching situation, a different methodology from that of general English.
- (3) ESP is likely to be designed for adult learners either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
- (4) ESP is generally designed for intermediate or advanced students.
- (5) Most ESP courses assume some basic knowledge of the language systems.

Hutchinson et al. (1987) rightly says that "ESP is an approach to language teaching in which all decisions as to content and method are based on learners' reason for learning."

Munby, J. (1978) remarks that "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs the learner, rather than by the non-learner-centred criteria such as teacher's or institution's predetermined preference for General English or for treating English as part of a General Education."

Habtoor, A.H. (2012) suggests that "ESP is a unique domain of teaching and learning English in the sense that materials and methods are set in accordance with the learner's needs. In this regard, ESP is seen as a more focused domain of teaching English."

Alsobie, S. (2016) asserts that "English for Specific purposes (ESP) is an approach to English language teaching to which the language is taught for a specific utilitarian purposes."

Sifakis, N.C. (2003) avers that "It is important to remember that the ESP domain is characterized by a wide diversity—different learners, different classes, different needs, different syllabi, different teachers. While it is crucial not to lose sight of this diversity."

Christopher, W. (1914) gives a brief history of ESP that "The study of specialized discourse has burgeoned over the last twenty years or so, and, with English becoming ever more the lingua franca of this globalized world, English for Specific Purposes has rapidly assumed a key position in language studies in general. This has coincided with an increasingly "functionalist" approach to education in general, with the emphasis ever more on the acquisition of skills that can be utilized in a professional context, at the expense of a more theoretical, idealistic perspective, which views education as an intellectual endeavor concerned with an individual's personal and cultural development as a whole.

He further defines the plethora of subfields of ESP – each with its own acronym – has been spawned, an indication of how vigorously the field of ESP has been ramifying. These subfields include:

- English for Science and Technology (EST)
- Vocational English as a Second Language (VESL)
- English for Vocational Purposes (EVP)
- English for Specific and Academic Purposes (ESAP)
- English for Professional and Academic Purposes (EPAP)
- English as a Lingua Franca in Academic Settings (ELFA)
- English for Occupational Purposes (EOP)
- English for Business Communication (EBC)
- English for Sociocultural Purposes (ESCP)
- English for General Business Purposes (EGBP)
- English for Medical Purposes (EMP)
- English for Legal Purposes (ELP)
- English for Academic Legal Purposes (EALP)
- English for Research Publication Purposes (ERPP).

And in this digital era, recent additions have included:

- electronic Business English (e-BE)
- electronic Medical English (e-ME).

Basturkmen, (2010) defines the branches of ESP that "ESP has three main branches; these are English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). These

branches were further divided into sub-branches of three categories: English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and English for Vocational Purposes (EVP).”

Richards and Schmidt (2010) defines ESP as “The role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners. For example courses in English for academic purposes, English for science and technology and English for Nursing. These courses may be compared with those, which aim to teach general language proficiency, English for general purposes.

III. PURPOSE OF THE STUDY

The study investigates the opinions of the students as well as the teachers at the College of Dentistry at Najran University that foundation course i.e. Preparatory Year Program (PYP) which Najran University provides as a prerequisite is not enough for Science, Medicine and other professional disciplines. A course of ESP should be designed especially for such disciplines to meet the basic requirements, as well as to make the students active and motivated in learning process. The main objective of the study is to explore the necessity of ESP courses. The study also aims at achieving a tolerable view about the effectiveness of the ESP courses. It also investigates to what extent the ESP helps students learn English for specific purposes. The study also answers the following questions:

- 1) What does a teacher ponder about teaching of English for Science and Medicine Students?
- 2) To what extent does the ESP meet the students’ needs?
- 3) What are the challenges that teachers face while teaching?
- 4) What are the causes of these problems?

IV. STATEMENT OF THE STUDY

The present study examines problems of ESP Courses at Najran University. English has a special significance to students, especially those who are in Science and Medicine streams; there are problems for both teachers and students. Teachers of English finds problems and hindrances while teaching ESP courses because the terminologies used in science and medicine streams are entirely different from English vocabulary. Another obstacle is the teachers’ lack of contextual knowledge in teaching such courses. Consequently, the English courses provided by the university do not achieve the target objectives, and this makes disgruntlement for both students and teachers.

V. METHODOLOGY

The methodology of the study is concerned with how the study is carried out.

A. *Research Tools and Data Collection Procedure*

1. Teachers' Questionnaire
2. Students' Questionnaire and
3. Class observation

The corpus of the data for analysis was collected from 68 students in the Faculty of Dentistry at Najran University and 20 teachers of English language who teach in this faculty. All the students and teachers have been taken as the participants of the study. Teachers were requested to complete the questionnaire specially designed for them. Also the students were asked to fill out the questionnaire. Two separate questionnaires for teachers and students employed a five-points Likert-scale ranging from "strongly agree" to "strongly disagree" were used. The students’ questionnaire had been distributed to over 120 participants and out of them only 68 had returned completely filled questionnaire in two weeks’ time. All 68 completed samples were used for the study.

B. *Limitations of the Study*

The present research limits only male students of Dental College, Najran University, Najran, Kingdom of Saudi Arabia. Female, Engineering and other science streams of Najran University have not been included in this study because of the gender separation in education system in the country.

C. *Results and Discussion*

The most perceptible result from the questionnaire is the participants' eagerness to join the ESP course that will benefit them in their studies. The study outcome shows the importance of ESP course that plays an important role in teaching Science and Medicine students. The majority of the participants have agreed in getting an extra foundation course based on ESP, which will help them to pursue their higher studies. The agreement of the participants for taking an ESP course before their Science and Medicine course, makes sense because English in Arab world in general and Saudi Arabia in particular has a palpable stimulus. However, the difficulty for these students, especially the ones who are weak in English lies in acquiring their own Science and Medicine subjects.

In the results, both "Agree" and "Strongly Agree" were considered as positive responses in favour of questionnaire’s item or statement while "Disagree" and "Strongly disagree" considered as negative responses.

D. *Analysis of the Students’ Questionnaire*

Table 1 below display participants' responses to the questionnaire items related to the personal details of the participants from item no. 1-4. Item (1) "College" shows that all the participants included in this study are from Dental College. Item (2) "Age" describes the age of the participants, so 21 of them are in the age of 16-20, 33 are in the age of 21-25 while 11 of them are above 30 years of age. Next item of this table "Urban/Rural" tells us that the majority of the students i.e. 42 out of 68 belong to urban areas whereas 23 belong to rural areas.

TABLE 1						
PERSONAL DETAILS OF THE INFORMANTS (ITEM NO. 1-4)						
Participants	College	Age			Urban/Rural	
	Dental College	16-20	21-25	above 30	Urban	Rural
68 Students	68	21	33	11	42	23

The following Chart No.1 shows the various components of students' profile and their numbers.

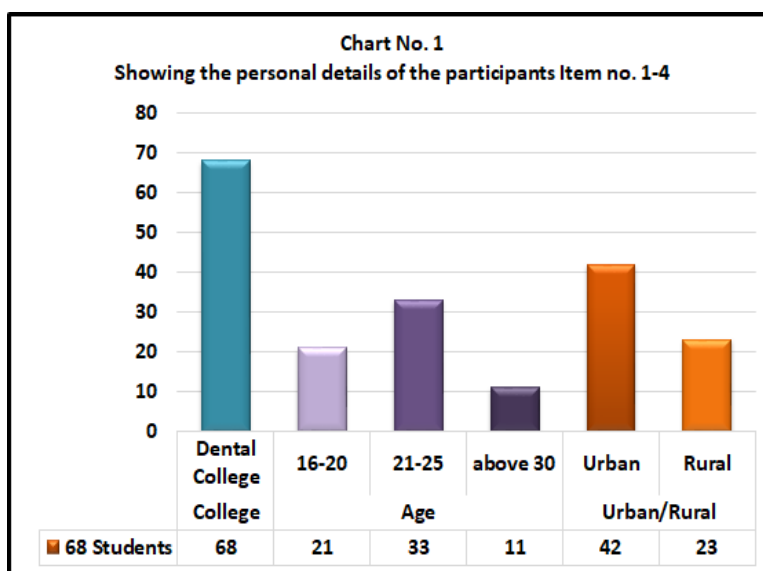


Table 2 below displays participants' responses to the questionnaire items regarding English language and mother tongue of the participants from item 5-8. Item (5) "I passed my High School from Arabic/English/Other than Arabic" shows that all the participants have passed their high school from Arabic Medium School. Similarly, item (6) "What is your mother tongue?" highlights that the mother tongue of all the students was Arabic. Next item "How important is English to you?" tells us that 100% students agreed that English is very important for them. Last item of this table i.e. "Your College should be in English or Arabic medium?" around 30 students said that their college should be in Arabic medium while the other 38 of them were not with the statement and they said that their college should be in English medium.

TABLE 2										
SHOWING STUDENTS' RESPONSES REGARDING ENGLISH LANGUAGE & MOTHER TONGUE (ITEM NO. 5-8)										
I passed my High School from			What is your Mother Tongue?			How important is English to you?			Your college should be in English or Arabic medium.	
Arabic	English	Other language	Arabic	English	Other than Arabic	Very Important	Moderately Important	Not very Important	Arabic	English
68	0	0	68	0	0	68	0	0	30	38

The following Chart No. 2 shows the various components of students' profile, their numbers & percentage (%):

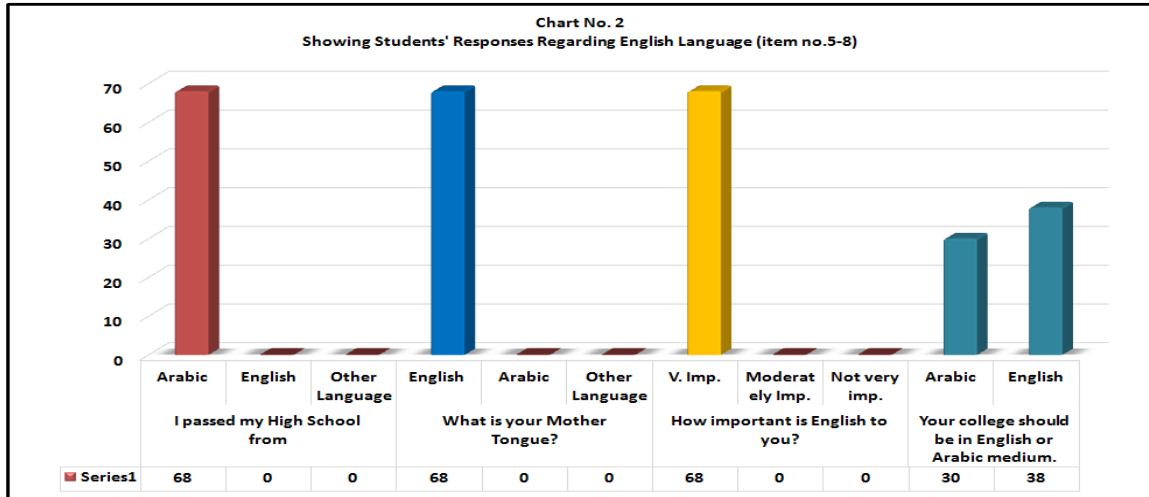


Table 3 below shows the percentages of the students' remarks on the statements related to the level of English they have already acquired. The first statement i.e. "I think English is a very difficult language." 34% of the students agreed, 37% neither agreed nor disagreed while 29% of them disagreed. 56% students agreed on the statement that "they want to learn English because their English is very poor," only 31% of them disagreed. Almost 62% students were with this statement that "their English is poor because they came from Arabic medium background." 30% of them disagreed with the statement. It is clear that the majority of the students think that they face language problems regarding English as a medium of instruction whereas 37% students believe that they do not have problem with English medium. Almost 82% of the students think that they speak English in the classroom while 18% of them disagreed. 56% students feel hesitant to speak in the classroom, 24% disagreed while 20% of them were neutral. In the last statement of table 3, 100% students agreed that "their teachers speak English in the classroom." Thus, we can say that the majority of the students think that they face language problems regarding English as medium of instruction, their English is poor, and they are hesitant to speak English in the classroom.

Statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly agree
I think English is a very difficult language.	3	31	27	22	7
I want to learn English because my English is very poor.	21	35	134	25	6
My English is poor because I came from Arabic medium background.	40	22	18	21	0
I face language problems regarding English as medium of instruction.	28	44	10	7	10
I speak English at my college.	35	47	9	9	0
I hesitate to speak English in classroom.	18	44	15	18	6
Teachers speak only English in the classroom.	28	72	0	0	0

The following Chart No. 3 shows the percentage of the students' remarks on the statements related to the level of English they have already acquired (item no. 9-15):

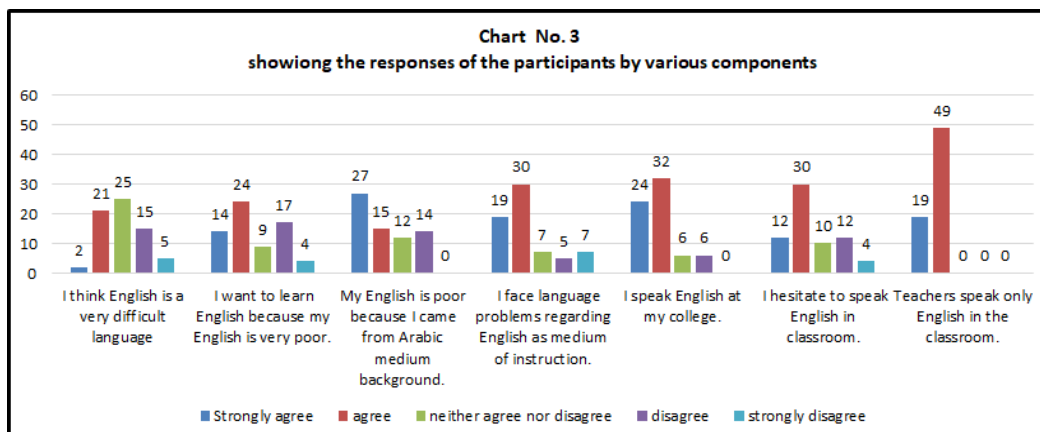
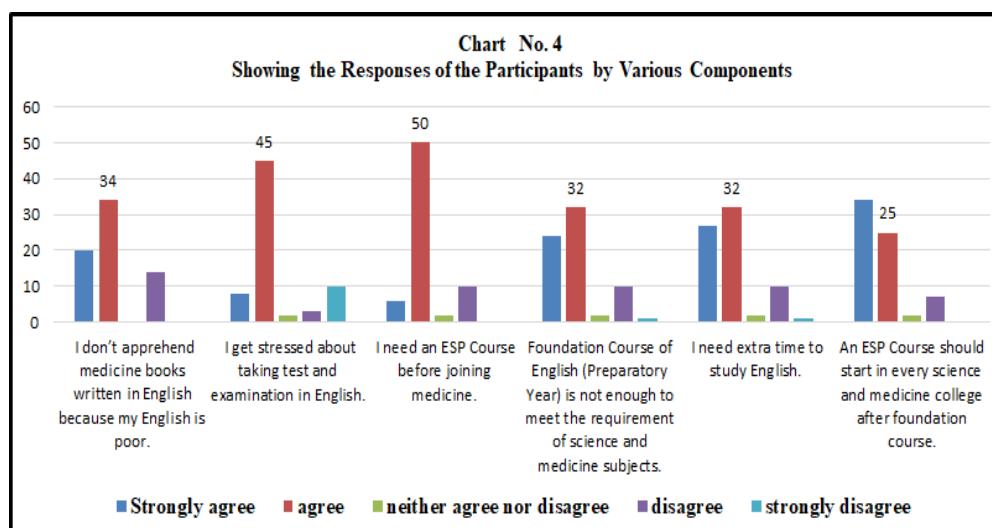


Table 4 below shows the percentages of the students’ responses on the statements related to the requirement of an ESP course. The first item in table 4 i.e. “I don’t apprehend Science and Medicine books written in English because my English is poor.” 79% of the students agreed on this statement and only 21% of them disagreed. On the second statement 87% students agreed that “they get stressed about taking tests and examination in English.” only 19% of them disagreed while only 3% neither agreed nor disagreed. Almost 83% students were with the statement that “they need an ESP Course before joining faculty of Medicine.” 15% of them disagreed with this statement. It is clear that the majority of the students think that they face language problems regarding English as medium of instruction whereas 37% students believe that they do not have problem with English medium. Almost 82% of the students thought that they speak English in the classroom while 18% of them disagreed. 83% students felt that foundation course of English (Preparatory Year) is not enough to meet the requirement of Science and Medicine course, 3% neither agreed nor disagreed while 15% disagreed. Almost 87% students agreed that they need extra time to study English simultaneously with their Science/ Medicine course. In the last statement of table 4, 87% of the students agreed that “a course of ESP for Science/ Medicine should start in the same faculty.” According to the said table, the majority of the students think that a course of ESP should be launched in the Science/ Medicine faculties simultaneously with the Science and Medicine subjects.

TABLE 4
SHOWING THE PERCENTAGE OF STUDENTS’ RESPONSES ON THE FOLLOWING STATEMENTS.

Statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I don’t apprehend Science and Medicine books written in English because my English is poor.	29	50	0	21	0
I get stressed about taking tests and examination in English.	12	66	3	4	15
I need an ESP Course before joining faculty of Medicine.	9	74	3	15	0
Foundation course of English (Preparatory Year Program) is not enough to meet the requirement of Science and Medicine course.	35	47	3	15	1
I need extra time to study English.	40	47	3	15	1
An ESP course should be compulsory for each and every student who joins Science and Medicine courses.	50	37	3	10	0

The following Chart No. 4 shows the percentage of the students’ responses on the statements related to the requirement of an ESP course. (item no. 16-21):



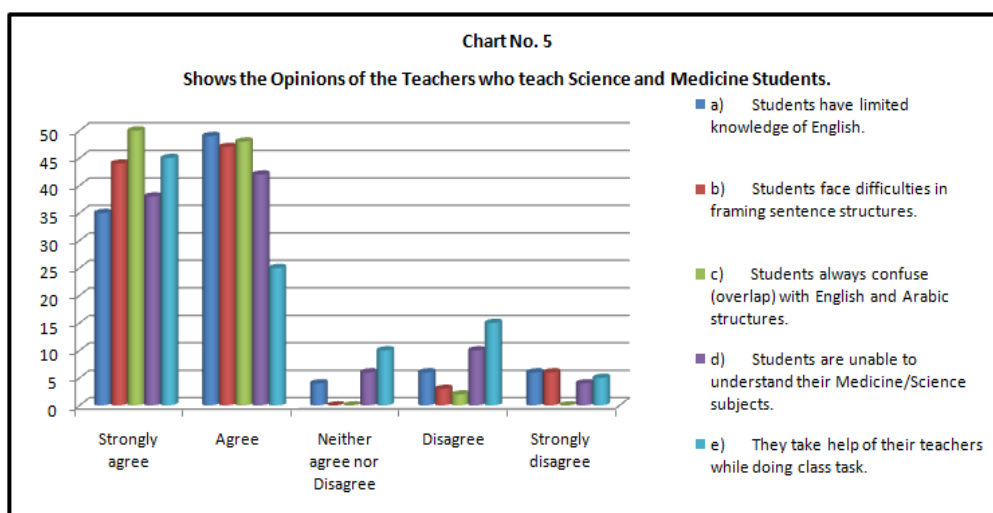
E. Analysis of the Teachers’ Questionnaire

A separate questionnaire was also prepared for the teachers, which was carefully completed by them in two weeks’ time. The first section of the Teachers’ Questionnaire contained the general problems and difficulties faced by the participants. The opinion of the teachers is shown in the table below:

Statements	Strongly agree	Agree	Neither agree nor Disagree	Disagree	Strongly disagree
a) Students have limited knowledge of English.	35	49	4	6	6
b) Students face difficulties in framing sentence structures.	44	47	0	3	6
c) Students always confuse (overlap) with English and Arabic structures.	50	48	0	2	0
d) Students are unable to understand their Medicine /Science subjects.	38	42	6	10	4
e) They take help of their teachers while doing class task.	45	25	10	15	5

The above table shows the percentages of opinion of the teachers on the statement (a) of the questionnaire that 84% of the teachers agreed on the statement that “students have limited knowledge of English,” 12% disagreed on this statement while only 4% of them neither agreed nor disagreed. Under item (b) “students face difficulties in framing sentence structures” 91% of the teachers agreed and only 9% disagreed. Under item (c) almost 98% teachers were in the favour of the statement that “students always confuse (overlap) with English and Arabic structures,” whereas only 2% of them disagreed. It is clear that the majority of the teachers have the opinion that students always confuse or overlap with English and Arabic. Item (d) of the questionnaire shows that 80% teachers were in favour of the statement, 14% disagreed whereas only 6% neither agreed nor disagreed. Under statement (d) 70% of the teachers think that “students take teachers help while doing class task”, 20% of them disagreed while 10% neither agreed nor disagreed. According to the above table the majority of the teachers think that students of Science and Medicine have limited knowledge of English and they always confuse or overlap with English and Arabic Structures.

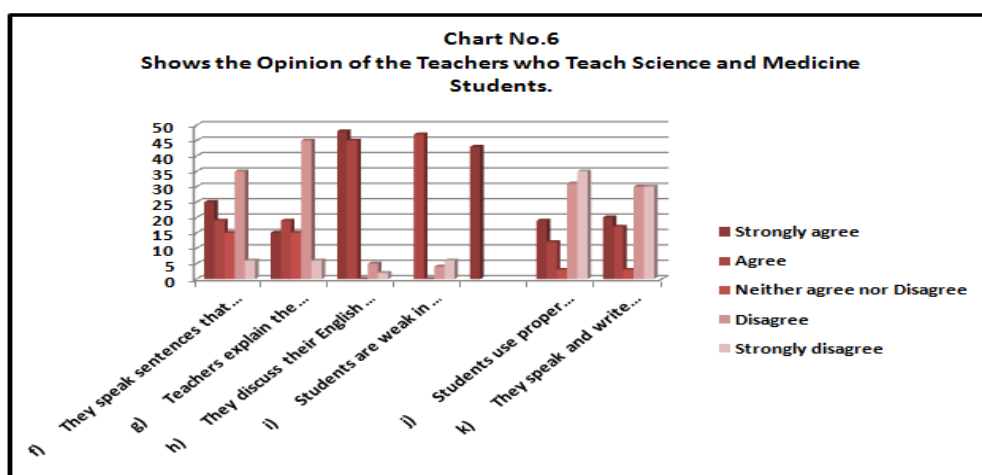
The following Chart No. 5 shows the percentage of opinions of the teachers on the statements related to the general problems and difficulties of English faced by the participants of the study (from statement a-e of the questionnaire):



The table No. 6 below shows the percentages of opinion of the teachers on the statements regarding the problems of spelling, Vocabulary and Grammar of the students. Under Item (f) of the questionnaire 44% of the teachers agreed on the statement that “students speak sentences which are not related to the topic,” 41% disagreed on this statement while only 15% of them neither agreed nor disagreed. In item (g) “teachers explain the topic to the students in Arabic” 34% of the teachers agreed, 51% disagreed whereas 15% of the teachers neither agreed nor disagreed. It is clear that in the above two statements the opinion of the teachers was negative. Under item (h) almost 93% teachers were in favour of the statement that “students discuss their problems with the teachers,” whereas only 7% of them disagreed. It is clear that the majority of the teachers had the opinion that students always discuss their problems with the teachers. Item (i) of the questionnaire i.e. “Students are weak in spelling and vocabulary,” 90% teachers were in favour of the statement and only 10% disagreed. Under statement (j) 31% of the teachers agreed that “students use proper language in their speaking and writings,” 66% of them disagreed while 3% neither agreed nor disagreed. Under item (k) of the teachers’ questionnaire 37% of the teachers agreed, 60% percent of them disagreed whereas only 3% neither agreed nor disagreed. According to the following table most of the teachers disagreed with the statements (i) and (j) that spelling and vocabulary of the students is very weak and they do not use proper language in their speaking and writing.

Statements	Strongly agree	Agree	Neither agree nor Disagree	Disagree	Strongly disagree
f) They speak sentences that are not related to the topic.	25	19	15	35	6
g) Teachers explain the topic to students in Arabic.	15	19	15	45	6
h) Students discuss their English language problem with the teachers.	48	45	0	5	2
i) Students are weak in spelling and vocabulary.	43	47	0	4	6
j) Students use proper language in their speaking and writings.	19	12	3	31	35
k) They speak and write correct tenses.	20	17	3	30	30

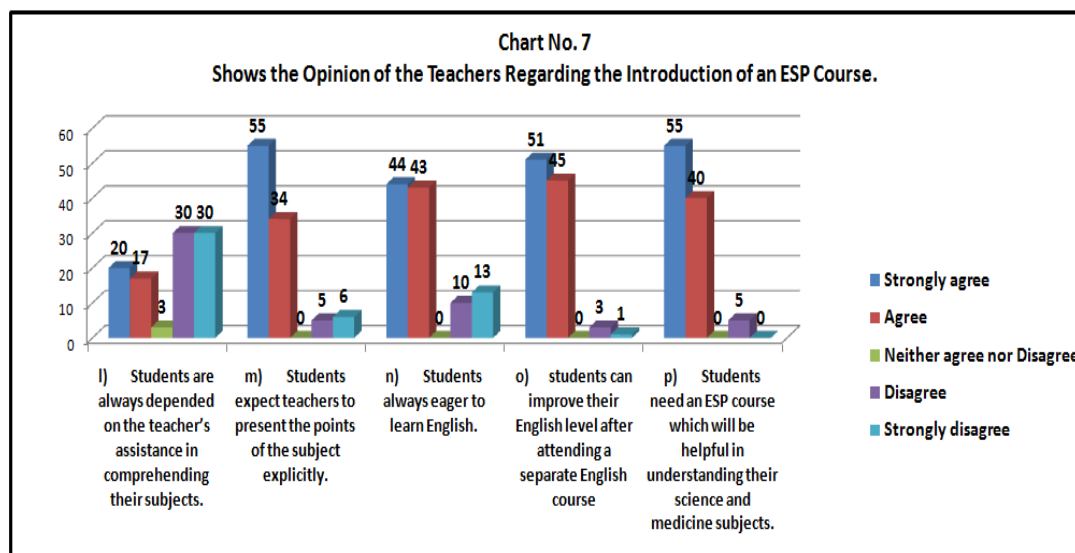
The following Chart No. 6 shows the percentage of opinions of the teachers on the statements regarding the problems of spelling, Vocabulary and Grammar of the students (from statement f-k of the teachers' questionnaire):



The table No. 7 below shows the percentages of opinion of the teachers' questionnaire regarding the introduction of a new ESP course. Under item (l) 37% teachers agreed, 60% disagreed while 3% neither agreed nor disagreed on the statement "students are always depended on the teacher's assistance in comprehending their subjects." In item (m) "students expect teachers to present the points of the subject explicitly," 89% of the teachers agreed and only 11% disagreed. It is clear that in the above two statements the opinion of the teachers was positive. Under item (n) almost 87% teachers were in favour of the statement that "Students are always eager to learn English," whereas 23% of them disagreed. Item (o) of the questionnaire i.e. "students can improve their English level after attending a separate English course," 96% teachers were in favour of the statement and only 4% disagreed. It is clear that the majority of the teachers have the opinion that students can improve their English level after taking an extra course. Under statement (p) 95% of the teachers agreed that "students need an ESP course which will be helpful in understanding their Science and Medicine subjects," 5% of them disagreed. According to the table below majority of the teachers agreed with the statements that students need an ESP course for understanding their Science/ Medicine subjects as well as for improvement of their English level.

Statements	Strongly agree	Agree	Neither agree nor Disagree	Disagree	Strongly disagree
l) Students are always depended on the teacher's assistance in comprehending their subjects.	20	17	3	30	30
m) Students expect teachers to present the points of the subject explicitly.	55	34	0	5	6
n) Students are always eager to learn English.	44	43	0	10	3
o) Students can improve their English level after attending a separate English course.	51	45	0	3	1
p) Students need an ESP course which will be helpful in understanding their Science and Medicine subjects.	55	40	0	5	0

The following Chart No. 7 shows the percentage of opinion of the teachers on the statements related to the introduction of an ELT course for the Science and Medicine students (from statement 1-p of the teachers' questionnaire):



VI. CONCLUSION

The analysis and interpretation of the data accumulated for answers the questions raised in the mind of the researcher. The results, which were obtained through the administration of the tools during the study are discussed, analyzed and interpreted thoroughly. The analysis of the study finds out some remedial measures to minimize the problems of Medicine and Science students who are weak in English and they are unable to understand their Science/ Medicine teaching material. The investigation has been conducted with the solution that a course of ESP as a prerequisite should be introduced in Medicine, Science and other professional & vocational faculties. This course should be designed to bridge the gap and uplift the students' language aptitude from existing to the desired level essential for various professional courses. The ESP course will help the students to improve their English as well as to pursue their higher studies.

The investigation has concluded with the following suggestions and recommendations:

Course development should be viewed in a continuous manner. Relevant vocabulary from scientific and professional disciplines should be taught. Teachers should be encouraged to follow CLT approach in their classes. Students should be acquainted with the terminology of their respective discipline. Students should be involved more in English speaking-oriented activities.

REFERENCES

- [1] Alsubie, S. (2016). ESP in Saudi Arabia: A Need for Active Community. *International Journal of Language and Linguistics*, Vol. 3, No. 5, p.107-111.
- [2] Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Hampshire: Palgrave Macmillan.
- [3] Christopher, W. (2014). The Future of ESP Studies: Building on Success, Exploring New Paths, Avoiding Pitfalls » ASp [Online], 66, Online since 01 November 2015, connection on 12 October 2018. p.137-150.
- [4] Dudley, E.T. & John, M. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge University Press.
- [5] Hutchinson, T. & Walter, A. (1987). *English for Specific Purposes: A Learner Centered Approach*. Cambridge: Cambridge University Press.
- [6] Habtoor A.H. (2012). English for Specific Purpose Textbook in EFL Milieu: An Instructor's Perspective Evaluation. *International Journal of Linguistics*, Vol. 4, No. 3. p. 44-59.
- [7] Munby, J. (1978). *Communicative syllabus design*. Cambridge: Cambridge University Press.
- [8] Paltridge, B. & Starfield, S. (eds.). (2013). *The Handbook of English for Specific Purposes*. Chichester, UK: Wiley-Blackwell.
- [9] Richards J.C., & Schmdit, R. (2010). *Longman dictionary of language teaching and applied linguistics*. (4th ed). Harlow: Pearson Education Ltd.
- [10] Sifakis, N. C. (2003). Applying the Adult Education Framework to ESP Curriculum Development: An Integrative Model. *English for Specific Purposes*, Vol. 22, No. 2, p.195-211.



Mohammad Owais Khan was born in Aligarh, Uttar Pradesh, India in 1964. He received his B.A., M.A., and Ph.D degrees in English from Aligarh Muslim University, Aligarh, India, in 1995, 1997 and 2008, respectively. He has done **PGCTE** (Post Graduate Certificate Course in Teaching English) from **EFLU** (The English and Foreign Languages University) Hyderabad, India in 1999. In 2001, he joined the Department of English, Aligarh Muslim University, Aligarh, U.P., India as a Lecturer, and in 2009 he joined the Department of English, College of Languages & Translation, Najran University, Najran, Kingdom of Saudi Arabia as an Assistant Professor. His field of specialization is **ELT** (English Language Teaching) particularly (**ESL/EFL**) Second/Foreign Language and Applied Linguistics. His area of interest is Applied Linguistics, Teaching Language through Literature, Phonetics and Phonology, Curriculum and Syllabus Designing. He is a member

of the Department Council, College of Languages & Translation, Najran University.

A Study of Metaphorical Culture of “Head”

Man Zheng

School of Foreign Languages, Guizhou Normal University, Guiyang, 550001, China

Abstract—Metaphor exists everywhere, which is not only a figurative use of language, but also a cognitive tool and a way of thinking. “Head” has a lot of metaphorical senses in English, for instance, “To hit a ball with your head” and “The side of a coin that has a picture of someone’s head on it”. These unique metaphorical senses are closely related to the football and coin culture in foreign countries. Taking the different senses of “Head” as the object of study, this paper analyzes the generation and cognitive styles of the metaphorical senses of “Head” from the perspective of Conceptual Metaphor Theory, and further explores the cultural factors behind these metaphorical senses of “Head”.

Index Terms—head, conceptual metaphor theory, metaphorical senses, cultural factors

I. INTRODUCTION

“Head” is an ordinary lexicon in English vocabulary, which has many metaphorical senses. Cognitive linguists hold that metaphor is not only a linguistic phenomenon, but also an important way of recognizing the world, which exists everywhere in people’s daily communication and social life. Conceptual metaphor refers to understanding one conceptual domain in terms of another conceptual domain in essence.

The Multiple senses of “Head” can be regarded as the result of metaphorical cognition, which implies that there is a process in which the cognition of a word extending from the central or basic sense to others. Metaphor acts as a bridge which enables a specific word to generate numerous semantic meanings. Metaphorical cognition is grounded upon the systematic correlations within human experience. On the one hand, people of different nations may have similar experience in many aspects thus similar or identical metaphors may produce in different languages. On the other hand, Metaphors in different languages have their own characteristics due to the differences of time and space, region, natural environment and cultural tradition from one nation to another (Dai & Gao 2007). Metaphorical cognition in each language shows profound cultural details of that country (Zhang, 2004).

The existed studies of metaphor mainly focus on the general description of linguistic metaphorical phenomena in specific languages, such as Gao Xiaorong (2006), Xiao Junmin (2013), Dai Weiping (2014). There are few in-depth studies on the source of metaphorical cognition and few researches on the metaphorical mechanism and the potential cultural factors involved in a certain metaphor. Taking the metaphorical senses of “head” as the object of research, this paper analyzes the cognitive styles of “head” from the perspective of Conceptual Metaphor Theory, further explores the cultural factors behind the metaphorical cognition of “head”. Readers are expected to have a better understanding of the metaphorical senses of “head” and get aware of the distinctive cultural factors which drive western people’s cognition of “head”. Meanwhile, this paper aims to provide some ideas for the study of western metaphorical cognition of vocabulary.

II. A BRIEF INTRODUCTION OF CONCEPTUAL METAPHOR THEORY

The concept of conceptual metaphor was first put forward by Lakoff and Johnson in their book *Metaphor we live by*. Before that, metaphor has long been taken as a linguistic phenomenon and studied as a rhetorical device. Lakoff regarded metaphor as a way of thinking, he argued that metaphor is pervasive in everyday life, not just in human language, but also in human thought and action, human’s ordinary conceptual system, in terms of which man both think and act, is fundamentally metaphorical in nature (Lakoff & Johnson, 1980, P.4).

Lakoff and Johnson further divided conceptual metaphor into three types: structural metaphor, orientational metaphor and ontological metaphor. Structural metaphor refers to the cases where one concept (The target concept) is metaphorically structured in terms of the other (The source concept). The two concepts belong to different cognitive domains and there is a regular correspondence between the constituents of them. For instance, in the expression: “time is money”, “time” and “money” are concepts of two cognitive domains, and there are some coherent relations between them: both “time” and “money” are valuable, available for using or occupation and can be saved or wasted. These properties makes it possible for people to understand the invisible and abstract domain of “time” with the conceptual domain of “money” which is concrete and tangible.

Oriental metaphor refers to understanding abstract concepts like emotions and feelings according to some spatial orientation words (such as up and down, inside and outside, front and back, center and edge, etc.) based on the basic experience of human spatial orientation. In the expressions of orientational metaphor: “I’m in high spirits” and “I’m feeling down”, the abstract emotional concepts of “happiness” and “sadness” are expressed in terms of the locative words “high” and “down” respectively, which entails the conceptual metaphor that “happy is up” and “sad is down”.

Ontological metaphor shows that people express and understand intangible concepts such as ideas, emotions, psychological activities, and the state of events based on people's experience with physical objects (especially their own bodies) in the physical world. Ontological metaphor is widely used in human language, for instance, in the expression of "His fear of insects is driving him crazy", the abstract concept of "fear" is described as a concrete and tangible entity which can make the person involved frightened.

Contemporary cognitive linguistics holds that metaphor is not just a matter of language, that is of mere words, human thought is largely metaphorical. The metaphorical expressions we realized in our daily life are only the superficial manifestations of the metaphorical cognitive system and metaphorical expressions are fundamentally dominated by conceptual metaphors (Cheng & Zeng, 2003).

III. AN ANALYSIS OF THE SENSES OF "HEAD" IN ENGLISH

"Head" is a typical polysemy, which can be a noun, an adjective as well as a verb. "head" possess a core sense, from which the other senses are derived by virtue of metaphorical cognition, and each sense is merely suitable for a particular context (Deng, 2013). The general senses of "head" in Oxford Advanced Learner's English-Chinese Dictionary (2014) are listed as follow:

- (1)The part of the body above the neck where the eyes, nose, mouth, ears, and brain are.
- (2)A person or animal when considered as a unit.
- (3)A measure of length or height equal to the size of a head.
- (4)The mind and mental abilities.
- (5)Someone in charge of or leading an organization, group, etc.
- (6)The side of a coin hat has a picture of someone's head on it.
- (7)The top part or beginning of something.
- (8)The part of a tape or video recorder that touches the tape to record and play music, speech, etc.
- (9)The main part of the phrase, to which the other parts are related.
- (10)Geography a narrow area of high land that sticks out into the sea.
- (11)To go in a particular direction.
- (12)To be in charge of a group or organization.
- (13)To hit a ball with your head.
- (14)To be at the front or top of something.
- (15)To lead or control something.
- (16)The layer of small white bubbles on the top of a glass of beer
- (17)Main or most important.

As for the senses listed above, sense (1) can be regarded as the core sense of "Head", to which sense (3) is closely related and other senses are all derived from, and Each sense of head has the best suitable context for use (Deng, 2013). Sense (2) and (11) are raised due to the cognitive mechanism of metonymy, the rest can be all attributed to the cognitive mechanism of metaphor. Sense (9) and (10) can be further classified into the senses produced under the cognitive mechanism of structural metaphor, Sense(5), (7), (8), (12), (13), (14), (15) and (16) can be regarded as the productions of orientational metaphor and Sense (4), (6), (17) the results of ontological metaphor.

The metonymic cognition of "head" works based on the fact that head is a vital human part, without it, the whole body will cease to live. Therefore, "head", the salient part of human body, is frequently used to point the whole person through the cognitive mechanism of conceptual metonymy. For instance, in sense (2) and (11), "head" is used to represent the whole human body, on the other word, "head" provides the mental process to the cognition of the whole person and the person who are moving towards a particular direction.

About the cognitive mechanism of Conceptual Metaphor, there are two cognitive domains in sense (10), namely the cognitive domain "head" and that of "cape", and the coherent structural relationship existed between them: the cape is protruding from the sea just like a human "head" above the shoulders in appearance. The same to sense (9), "head" and "key word" belong to different conceptual domains, the similarities between them, that is the importance of the "keyword" in the whole sentence and the significance of the "head" organ to the whole human body provide the basis for people's metaphorical cognition, then "head" is endowed with the meaning of "the key word".

As the top part of human body, the spacial feature of "head" gives rise to a series of metaphorical senses. For instance, the concepts of "the top position of the object" in sense (7), "the top authority" in sense (15) and "the top of a glass of beer" in sense (16) are all derived from the position feature of "head" based on people's orientation experience in physical world (Cheng & Zeng, 2003).

People's experiences with physical objects(their bodies in particular) serve as a foundation of the realization of ontological metaphors. In sense (4) and (17), abstract concepts of "mental abilities" and "significance" are both viewed as the equivalent of "head", that is, an entity and a concrete substance.

IV. THE CULTURAL FACTORS OF METAPHORICAL COGNITION OF HEAD

The polysemous senses of "head" are mostly generated by the core sense of "head" through metaphorical cognition

and the mapping process between the source domain and target domain is based on the people's embodiment experiences. The cultural backgrounds of western countries also plays a key role in the metaphorical cognition of "head". Some metaphorical senses of "head" listed above have distinctive cultural origin, for example, Sense (6) and (13) are closely related to the football culture and the culture of coin in western countries. The cultural factors of these specific metaphorical senses are discussed in the following parts.

A. Coin Culture

"heads or tails?" is a colloquially expression of the two sides of a coin, which is usually used to ask someone to make an expectation for the result when flipping a coin in the air. In both China and the West, coins, of standard qualities and weights, are normally issued by the official government and function as the medium of exchange or the legal tender. The official government might increase or reduce the issuance of coins according to the demand of the trade. The images on coins are usually well-designed, the side of a coin carrying an image of a monarch or a national emblem is called the obverse ("head"). The other side, with the image of the value and that of a prototypical object of the nation, is called the reverse ("tail").

The obverses ("heads") of European coins are commonly the image of a head portrait of queen or president of the country. For instance, the images on the "heads" of British coins are often the head portrait of Queen Elizabeth II, and the reverses may carry diverse images according to the year of issuance, such as the British National Emblem in 1983, the Scottish thistle in 1984 and the Welsh Leek in 1985, to list just a few. Historically, the head portrait of Washington (the founding president of the United States), Thomas Jefferson (who drafted the Declaration of Independence), Lincoln (the 16th president of the United States) and Franklin Roosevelt (the 32th president of the United States) have appeared in the the obverses ("heads") of American coins. Therefore, the word "head" are endowed with the distinctive sense of "The side of a coin that has a picture of someone's head on it" based on people's experience of coins in western countries.

B. Football Culture

It is known that modern football is originated from England. Football matches started in England in the beginning of the 12th century, which was held twice a year as a sport of entertainment usually within two cities. Initially, the game was held in the downtown area where the residents lived, the party of the game who kick the ball into the downtown area of the other party would win. If the ball enters the residential house halfway, players would rush in like a swarm of bees and kick the ball disorderly and make a mess of the house. Sometimes pedestrians on the road would suffer a tragic accident when encountering the rolling ball. Later the English government decreed that football matches in downtown areas was banned, which should be held in open space, since then, football field emerged. By the early 19th century, football was quite popular in some European and Latin American countries.

"Heading ball" is a football skill, which refers to the player who hit the ball by certain part of their head, either the right forehead or the side of the forehead with the player remaining on the ground or jumping up. For head is the highest part of the human body and it can touch the ball in the air earlier, the player can fight for much time and take some superiority in the competition by heading the ball. When the word "head" and "ball" appears at the same time, the action of "heading ball" is naturally mapped in people's brain due to people's football experience. Therefore, "head" can be used as a verb with the sense of "To hit a ball with one's head", but it would be hard for people who don't know football and the skill of "hitting ball by head" at all to understand this sense.

C. Western Beer Culture

People in most western countries enjoy drinking beer, and beer is well known as "liquid bread". Countries such as America, Britain and Germany possess a long tradition of drinking beer and Germany is one of the biggest beer consumption countries in the world. German beer has a longer shelf life and is more fresh and pure for the production ensures the stability of the components and the sterility of beer at the source and avoiding high temperature and chemical sterilization in the productive process. The wineries along the Rhine River (also called the "Father River") have a long history and profound tradition, and there are various festivals and dances. For instance, the Oktoberfest in Munich, the wealthiest and trendiest city in Germany enjoys a worldwide popularity. According to western people's experience of drinking beer, when the beer is poured into a cup, beer bubbles slowly emerge, and finally rise to the top of the cup. The thick foams in the cup bears a kind of similarity to the spacial feature of "head", therefore, the word "head" get the sense of "The layer of small white bubbles on the beer". Beer was not introduced into China until the early 20th century and people in Chinese rarely categorize the concept of "bear head" into the culture of beer (Feng & Zhao, 2015).

D. Geographical Culture

Cape or headland generally refers to the Long and narrow land protruding from the sea, which is formed by crustal movement combining with the erosion and weathering of sea water. Western countries are mostly maritime countries, The United States borders the Atlantic Ocean to the east and the Pacific Ocean to the west, Canada to the north and Mexico to the south. Britain is an island country, which lies in the North Atlantic Ocean off the north coast of Europe. The English Channel and the North Sea separate Britain from other countries of Europe from the South and north

respectively. Capes and islands, which are sticking out above the sea, can be seen everywhere in most Western countries, and people commonly associate the state of “Capes and islands raised from the sea” with one’s “head” above the shoulders, therefore, the word “head” obtains the the metaphorical sense of “cape or highland on sea” based on people’s special and geographical experience.

E. Language Culture

Languages symbols, either the spoken form or the written one, are tools for people to realize and consolidate their thinking and through which, people realize the exchange of ideas. Language and written symbols of different cultures will inevitably affect people’s thinking and understanding of the world. English language is alphabetic writing and characterized by linearity, logicity, flexibility, and constructivity (Wang & Ren, 2002). Head plays a vital role in the whole human body and when it is mapped into the sentence structure, “head” can be used to stress the central word of a sentence, around which the rest of the parts are organized. In English, the headword (headwords) may appear at the beginning of the sentence, forms the sentence structure of “Head+complement”.(for example, he is coming) The headword can also appear in the middle of a sentence, and the element preceding the headword is called the specifier and the element following the headword is named complement, forms the sentence structure of “specifier+Head+complement”. (for example, very glad to do) In addition, English is flexible in Word Formation and transformation, word may have different parts of speech. “Head” can be transformed to a verb, an adjective and a noun flexibly. However, “head” is merely used as a noun in many other languages.

F. Factors of Thinking Mode

Thinking mode is an indirect and general reflection of human brain on the essential attributes and regularity of objective things, and which can be viewed as the product of the social history and culture. A person’s thinking mode is gradually shaped and stabilized under the influence of social environment and national culture, and one’s actions seems to be influenced by the thinking mode he or she is used to. The unique geographical environment and economic pattern in western regions shaped a linear, open and logical thinking mode of Western people, they are inclined to think and speak candidly and are good at dissecting things and using concrete things to express abstract concepts (Li, 2013). Western people regard “head” as the equivalent of “mind and mental ability” based on the logical analysis of human head: the main function of “head” is thinking and reasoning, with its sub-parts, head controls the operation of the whole body, including one’s mental movement and feeling. Therefore, the senses of “thinking” and “mental abilities” are often expressed by “head” through the metaphorical mapping process from the domain of “head” and the domain of “mental activities”, so expressions like “Use your head!” “have a good head for business” can make sense (Wang, 2010).

It should be pointed out that, “tou”, as the corresponding concept of “head” in Chinese, barely means the top of human organs in most cases without the sense of “thinking and mental abilities”. In Chinese, mental activities, such as “imagination”, “thinking”and “attention” are often correlated to “xin” (heart), hence there are expressions like “yong xin si kao”(thinking carefully) and “zhuan xin zhi zhi” (be concentrated on doing something). however, the word “tou”, combining with “brain”, forms the expression of “tou nao” or “nao zi”, which can realize the metaphorical references to “intelligence” in Chinese. For instance, the expression of “ta hen you tou nao” means “he who is very smart”, the expression of “nao zi hao shi” means that “someone is intelligent and good at thinking”.

V. CONCLUSION

As cognitive linguists proposed that human thought are largely metaphorical, and metaphors, originated from people’s embodiment experience of the physical world are pervasive in people’s everyday life. Different nations may have varying Metaphorical Cognition even towards the same thing due to the differences in space-time, region, natural environment and cultural traditions, etc. The word “head” in English has a series of senses, showing the distinctive cognitive mechanisms of western people. After the analysis of different senses of the word “head” from the perspective of conceptual metaphor theory and the further exploration of cultural factors behind the cognition of “head”, this paper concluded that the metaphorical cognition of the word “head” is influenced by cultural factors such as Western coin culture, football culture, beer culture, geographical culture, language culture and the modes of thinking etc. This paper is an elementary attempt aims to explore the cultural factors which influence people’s Metaphorical Cognition of specific vocabulary in English language, More factors, which contribute to people’s Metaphorical Cognition of that vocabulary, like social development and economic growth deserve further analysis, and the Metaphorical Cognition of more vocabularies remain to be explored.

ACKNOWLEDGMENTS

This paper wouldn’t have been completed without the support and help from many people. I d like to express my heartfelt gratefulness to all of them.

My sincere thanks first go to my supervisor, Mr. Zheng, who provided me with considerable suggestion and guidance since I’ve decided the topic of the paper. His work style of carefulness and rigorousness always sets a good example in my study.

I also want to express my gratitude to my teacher Miss Liu, it is her concern and encouragement that accompanied

me during the tough period of preparing this paper, without her support and expectation, I couldn't have finished this work.

I also want to say thanks to My families who are always with me and provide for me a comfortable environment for study.

REFERENCES

- [1] Cheng Wencui. & Zeng Yanbo. (2003). Reviews on Conceptual Metaphor Study. *Journal of Hengyang Normal University (Social Sciences Edition)*, 4, 118-121.
- [2] Deng Haiyan. (2013). Cognitive interpretation of the polysemy of head in terms of metaphor. *Academics*, 8, 300-307.
- [3] Dai Weiping. (2014). *Vocabulary & Metaphor Studies*. Beijing: World Publishing Gunagdong Corporation.
- [4] Dai Weiping. & Gao Yanhong. (2007). Metaphor of "Head" in Chinese and English. *Guangxi Social Sciences*, 3, 137-140.
- [5] Feng Xiangxue. & Zhao Honglu. (2015). A Comparative study on the Semantic Expansion of Human Body vocabulary in English and Chinese—A Case Study of "Head". *Journal of Yan'an Vocational & Technical Institute*, 6, 73-74.
- [6] Gao Xiaorong. (2006). A Cognitive Approach to Body Metaphor. Master Degree dissertation, Hebei Normal University.
- [7] Li Fenfen. (2013). Comparative Study of Thinking Way between Chinese & English. *Anhui Literature (second half of the month)*, 4, 56-57.
- [8] Lakoff, G. & Johnson, M. (1980). *Metaphors We Live By*. Chicago: The University of Chicago Press.
- [9] Wang Dan. (2010). A study of head metaphors in English and Chinese. *Science & Technology Information*, 8, 131-132.
- [10] Wang Xinhua. & Ren Junli. (2002). A Study of Thinking Way between Chinese & English and the Cultural Origin. *Jiangxi Social Sciences*, 9, 43-45.
- [11] Xiao Junmin. (2013). A Comparative Study of Human Body vocabulary "Head" in English and Chinese. *Anhui Literature*, 7, 131-133
- [12] Zhang Feng. (2004). A Cultural—semantic Analysis of "Head" in Russian and Chinese. *Journal of PLA University of Foreign Languages*, 3, 96-100.

Man Zheng was born in Zunyi, China in 1995. She received her Bachelor's degree in Commercial English in Zunyi Medical University, China in 2013.

She is currently a master in the school of Foreign languages, GuiZhou Normal University, Guiyang, China. Her research interests include cognitive linguistics and English literature.

Cultivating the Capabilities of the Marginal Person in Language Study

Fei Wei

School of Philosophy, Beijing Normal University, Beijing, China

Abstract—This paper seeks a method to cultivate the capabilities of the marginal person in language study by focusing on the concept of capability. The traditional utilitarianism and contractarianism ignore the marginal person at the beginning of the design of social structure, since one of the crucial motivations they pursued is mutual advantage. In contemporary society, Rawls innovatively mixes the Kantian ideas and the contractarian traditions, proposing the theory of justice to address the issue of inequality. Whereas, Amartya Sen find some drawbacks of Rawls' theory and criticize it, for this reason, Amartya Sen initially and creatively came up with the concept of capability to deal with the unequal phenomenon in his book *The Quality of Life*. Furthermore, Martha Nussbaum, based on Amartya Sen's capability approach, provided a core capabilities list to extend the scope of justice towards the marginal person, so as to help the disabilities and impairments get more actual opportunities to live a dignified life. She emphasized the vital roles of the government, the education, as well as the institution within her theory. In order to better find a method for understanding and supporting the marginal person, this paper would illustrate the radical interpretation model of triangulation proposed by Davidson within his method of truth-conditional theory of meaning. Consequently, combined the concept of capability with the model of triangulation, the difficulties which the marginal person have encountered could be dealt with reasonably and appropriately.

Index Terms—capability, meaning, marginal persons, inequality, triangulation

I. INTRODUCTION: THE NEGLECTION OF THE MARGINAL PERSON BY UTILITARIANISM AND CONTRACTARIANISM

Comparatively speaking, Utilitarianism argued that the most correct behavior was to maximize people's utility. Its founder, Jeremy Bentham, described utility as the sum of all the pleasures of an action minus the pain of all the people who participate in. Later, John Stuart Mill proposed "the Greatest Happiness Principle" to evaluate behaviors, based on the idea that the pursuit of pleasure and the avoidance of pain are worthy of pursuing in life. Although one person always completes the analysis from his own point of view, all people's happiness and pain are evaluated equally. From this perspective, we could conclude that the moral theory of utilitarianism has two basic characteristics: first, it sets welfare as the only thing with intrinsic value, and all other things have instrumental value since they contribute to the promotion of human welfare; Second, it regards maximization of human welfare as the goal of individuals and social institutions, and provides a standard for the correctness of moral behavior. From a rational point of view, It mainly adopts the strategy of the cost-benefit analysis, and divides happiness and sadness into equal units through the method of economic statistics, and different types of units can be mutually commensurable. Using the sum of the statistics to measure the effectiveness and correctness of the government, we could get the guidance of the justification and implementation of the social laws.

In contemporary society, Rawls, as the representative of the modern contractarianism, explicitly supports the idea that a social contract could be reached between the contracting parties with roughly equal rights and resources, so that no one can dominate the others within it. This view can be traced back to "the circumstance of justice" proposed by Hume and the classical social contract doctrine, since any solution to any problem, to some extent, depends on the design and analysis of specific environment. However, since the Hume argued that each contracting party is roughly equal and only concerns for mutual advantage, it is obvious that the argument has excluded some physically or mentally disadvantaged groups, in which "benefit" is defined in economic terms and "income and wealth" plays a central role in measuring the relative social status. Although the "veil of ignorance", proposed by Rawls, introduces moral constraints on the way by which each contracting party can achieve its own interests, each party reasonably departs from the state of nature only for self-interested, and the contracting parties are considered "free, equal, and independent." The presumption of the person who has the so-called "two moral powers", namely the conception of justice and the practical reasoning, infringed the interests of the disabled, not to say the severely impaired peoples. For Rawls, the boundaries of society only include the members of a society who are fully cooperative. The contracting parties have not incorporated the rights of the disabled into the contract under the circumstance of justice, and the specific problems of the disabled have not been solved by the principle of justice. Even if, as Rawls proposed, we could postpone the issue to the derivative stage to solve, it also was hard to fully satisfy the needs of the disabilities and impairments. Then, the solution to this problem is merely for the reason of mercy or charity, not justice. The equality of human rights and human dignity has been infringed at the beginning of theoretical construction, making the disabilities and impairments marginalized by social system.

In short, the utilitarian cost-benefit model, which simply sums up utility, apparently ignores interpersonal differences and irrational factors, and therefore ignores the marginal groups. Economists concede that the utilitarian approach does not address the issue of human dignity. Whereas, from the times of the Adam Smith, economics has been complete, independent, and separated from moral ethics. Utilitarian take the utility of individual behavior as the standard of social moral value, and realize the goal of the greatest happiness of the greatest number of people eventually. As for the individuals, everyone has the freedom and right to pursue the maximization of happiness. For the government, we should pursue the maximization of happiness for the greatest number of people, and the satisfaction degree of happiness is the manifestation of the principle of utilitarianism. On the contrary, contractarianism traditionally insisted procedural justice, that is, the design of principle of justice should be constructed under the circumstance of justice, which included two vital elements: roughly equal beings and two moral powers (conception of justice and conception of goodness). In order to meet the above characteristics, we should put the issue of the disabilities and impairments at the initial stage of constructing the just society.

II. THE CONCEPT OF CAPABILITY BE PROPOSED BY AMARTYA SEN

Based on Amartya Sen's view of "multiply identity" and "development as freedom", in 1975 Amartya Sen gave a lecture in Stanford University on "what is equality? In his lecture, he first connected the issue of "capability" with the issue of "justice". The analysis method of equal capability is an important methodology of equality theory in contemporary political philosophy. The capability approach proposed by Amartya Sen is one of the representative theories, which has emphasized the two core concepts of "freedom" and "agency"(Sen, 1999,p.3). In addition, Amartya Sen has focused more on the economic sphere, particularly on comparative measures of quality of life that dominate international development and policy, and he continued to theorize the capability approach as a universal assessment system that can be used for a broad assessment of quality of life. Sen argues that economists' methods of measuring economic well-being in terms of gross national product, utility or welfare are insufficient to assess the quality of life of people in developing world, because traditional economic criteria measures welfare by the total number of individuals, and they do not take into account the distribution of income or utility. (Nussbaum, Martha; Sen, Amartya, 1993, p.77)Moreover, income distribution is still not an adequate measurement of the happiness or quality of life. Comparatively speaking, the capability approach was originally designed as an alternative to economic utilitarianism. On the one hand, Sen argues that individuals' needs for resources are different and constantly changing. On the other hand, people's capability of turning resources into functionings is various. Resources, therefore, not be regarded as a measurement of the well-being. Actually, two people who have similar resources may comparatively differ in the most important aspects of social justice. And we should shift our focus from social primary goods or resources to what these social primary goods can do for us or have any effect on human beings. This problem will become particularly prominent when we are faced with the disabilities and impairments, because the disabled cannot get the same quality of life as normal people with the same level of incomes, which make it wrong to think that different kinds of people with the same income level have identical standard of living or the quality of life. Thus, the better measurement of the quality of life for individuals and societies is not the utility or resources, such as income and wealth, but the extent to which they are able to do and to be (doings and beings).

Functionings are usually related to our physical health, while capabilities are the realization of our functionings, which should be regarded as the goal of public policy. Suppose two people have similar functionings, but they differ in their capabilities. Character A is so poor that he cannot afford three meals per day. Relatively speaking, Character B is so well-off that she doesn't have to worry about the food, and she can decide whether to eat more food or not, but she wants to maintain her star figure. Hence, Character A and character B obviously have the similar functionings for they only eat little or no food, however, they have different capabilities. Meanwhile, we could introduce character C, assuming that two people have similar capabilities, but they are different in terms of functioning. Character C enjoys a relatively comfortable and affluent life, so he doesn't have to worry about food. However, he decides to eat regularly in order to keep healthy. Finally, Character B and character C have similar capabilities. They both have plenty of food, but their functionings are not the same. In conclusion, functionings are referring to the person's ability to rank his or her desires or preferences in a specific order and is able to fulfill them, and the capabilities are kinds of substantial freedom to pursue people's various actual and possible functionings. Now let's introduce characters D and E as an example. Assuming that two people have the same primary goods, but they also have different capabilities to transform the primary goods into functionings. For example, both character D and character E have a private car, but character D does not have a driver's license and cannot drive. Character E has a driver's license and can drive. As a result, these two people who both own a private car show different capabilities in the functionings of being able to drive. Meanwhile, a good society endows its citizens with sufficient capacity of turning the capabilities into functionings.

The capability approach takes into account the diversity of resource allocation, since it recognizes that different amounts and types of resources will ensure the possibility of providing functions for different individuals. Consequently, the framework is flexible enough to require specific resources in any necessary configuration to maximize an individual's capabilities (the possible functionings). This approach is not centered on the resources or functions that the parties have in the process of evaluation, but rather on comparing their capabilities, and thus focusing on their doings and beings. A key concept of Sen and other capability advocates is "conversion factors," which include personal, social,

and environmental factors that affect how a person is free to realize their functionings. For example, a person's ability to overcome poverty depends on his characteristics, such as age, gender, disability and health. If Anny is disabled, she may earn less and need more resources to enjoy functions than normal human beings. Income enables people to converse the primary goods to functionings. In addition, the social environments, including the availability and quality of public health care and public education, social networks and their relationships, also play an important role in determining an individual's ability to turn resources into functionings as well as social standards. Furthermore, the natural environments such as pollution levels, climate and natural disasters also affect the level of income to maintain a good quality of life. Thus, the capability approach provides a more accurate measure of well-being than income itself, and is well suited as a measure of the delivery of public services.

It is imperative for us to focus on the concept of capability which emphasized the diversity and difference, and was regarded as a vital value in judging the social justice. As Robeyns puts it, "everyone has a unique profile of transformational factors, some of which are physical and some of which are shared with all people with the same social characteristics (for example, the same gender, class or race characteristics)." (Robeyns, 2011, p.10) Sen believes that social justice should be understood as everyone having an equal and actual opportunity to develop their possible functionings to achieve their goals based on their own values. (Sen, 2010, p.37) Sen's view of social justice focuses on an individual's internal understanding of achieving their own happiness and how they can live a worthy life they pursued, rather than merely on external measures, such as personal income or other social primary goods that an individual has. A just society means that a person's origin and its uneven starting point in his/her life will not generate a negative impact on his/her future life. Therefore, the redistribution of resources is not enough to achieve social equality. Society needs to ensure that everyone has equal access to social, educational and political activities, as well as the health care and employment opportunities. In summary, the capability approach shifts from focusing on social primary goods to capability. Within this framework of justice, the capability approach emphasizes what kind of freedom do individuals have to do and to be, and how society provides opportunities for them. In addition, the capability approach stresses the diversities and conversion factors, which are the unique features of respecting individuals, and society should provide some supporting fundamentals for the human development. The capability approach transcended the scope of income as a fair social policy, and proposed the concept of capability as a measurement for the social justice for all beings. It is imperative for us to appeal to a kind of humanity universalism that respects the common beliefs of human nature.

III. TOWARDS THE MARGINAL PERSON: MARTHA NUSSBAUM'S CAPABILITY THEORY OF JUSTICE

Turning to the version of capability theory proposed by Martha Nussbaum, there is no doubt that the resources are not sufficient measurement of well-being, for two people with similar amounts of resources may actually differ in the many crucial aspects of social justice. This problem will become particularly acute as we come to the issue of disability and impairment. We cannot rule out the fact that people in wheelchairs may have the same, or higher, income and wealth as the normal people. Comparatively speaking, their ability to move freely from one place to another is lower than others. No matter how much we pay a person in a wheelchair, the fact remains that he/she still does not make the full use of public spaces. Even if the problem can be alleviated to some extent through the help of others, it is not the fundamental solution to the problem. Therefore, the ultimate goal of society, from the perspective of Nussbaum, is that "the redesign of the social structure is the core of dignity and self-esteem." (Nussbaum, 2006, 164.) Nussbaum, who inherits Aristotle, believes that a well-ordered theory of social justice should be equipped with the following two characteristics: First, a good social justice theory should be abstract and universal over time, and furthermore, it should transcend the political conflicts across various areas. Second, the theory of social justice should be adjusted to getting accustomed to the most urgent issues in contemporary society.

Nussbaum's core capabilities list remains the heart of her approach. This is also one of the major differences between her approach and Sen's, and it is crucial that she wants to expand this capabilities approach beyond its comparative use. The list captures and generates Nussbaum's Aristotelian description of human dignity, according to Nussbaum's intuitive starting point of how do we live with dignity. Hence, we just need to ask ourselves: "what are the things that are so important without them, we cannot live a life worth living as a real human life in the process of establishing the core capabilities list." (Nussbaum, 2006, 74.) At the beginning, Nussbaum aligned herself with the tradition of human rights and natural law, thereby justifying her claim that countries that failed to guarantee their citizens with the mentioned rights were unjust, regardless of the level of wealth. In addition, Nussbaum argued that the core capabilities would be the subject of a broad overlapping consensus among those with different conceptions of goodness. From the perspective of Nussbaum, each capability is indispensable for us, in order to live a truly worthy of human life, which was shaped by human practical reason and sociability. In other words, without any capabilities she listed, our life would not be considered as a dignified one. Therefore, Nussbaum defends her core capabilities list by appealing to the criteria of what it means to be a truly human. Consequently, in order to solve the problem of the minimum threshold of capability and the human dignity, Nussbaum emphasizes that, in her book *Frontiers of justice: disability, nationality, species membership*, for human beings to live a good life of dignity, the minimum threshold of the ten core capabilities of all citizens should be at least ensured in a decent well-ordered society. Meanwhile, she proposes "the Central Capabilities List" (Nussbaum, 2006, 76-78.). (the earliest version is in her book *Women and Human Development: The*

Capabilities Approach (Nussbaum, 2000a, p.77-78), and the latest is in the book *Creating capabilities: the human development approach* (Nussbaum, 2011, p.33-34.).)

The Central Human Capabilities

1. Life. Being able to live to the end of a human life of normal length; not dying prematurely, or before one's life is so reduced as to be not worth living.

2. Bodily Health. Being able to have good health, including reproductive health; to be adequately nourished; to have adequate shelter.

3. Bodily Integrity. Being able to move freely from place to place; to be secure against violent assault, including sexual assault and domestic violence; having opportunities for sexual satisfaction and for choice in matters of reproduction.

4. Senses, Imagination, and Thought. Being able to use the senses, to imagine, think, and reason—and to do these things in a “truly human” way, a way informed and cultivated by an adequate education, including, but by no means limited to, literacy and basic mathematical and scientific training. Being able to use imagination and thought in connection with experiencing and producing works and events of one's own choice, religious, literary, musical, and so forth. Being able to use one's mind in ways protected by guarantees of freedom of expression with respect to both political and artistic speech, and freedom of religious exercise. Being able to have pleasurable experiences and to avoid nonbeneficial pain.

5. Emotions. Being able to have attachments to things and people outside ourselves; to love those who love and care for us, to grieve at their absence; in general, to love, to grieve, to experience longing, gratitude, and justified anger. Not having one's emotional development blighted by fear and anxiety. (Supporting this capability means supporting forms of human association that can be shown to be crucial in their development.)

6. Practical Reason. Being able to form a conception of the good and to engage in critical reflection about the planning of one's life. (This entails protection for the liberty of conscience and religious observance.)

7. Affiliation.

A. Being able to live with and toward others, to recognize and show concern for other human beings, to engage in various forms of social interaction; to be able to imagine the situation of another. (Protecting this capability means protecting institutions that constitute and nourish such forms of affiliation, and also protecting the freedom of assembly and political speech.)

B. Having the social bases of self-respect and nonhumiliation; being able to be treated as a dignified being whose worth is equal to that of others. This entails provisions of nondiscrimination on the basis of race, sex, sexual orientation, ethnicity, caste, religion, national origin.

8. Other Species. Being able to live with concern for and in relation to animals, plants, and the world of nature.

9. Play. Being able to laugh, to play, to enjoy recreational activities.

10. Control over One's Environment.

A. Political. Being able to participate effectively in political choices that govern one's life; having the right of political participation, protections of free speech and association.

B. Material. Being able to hold property (both land and movable goods), and having property rights on an equal basis with others; having the right to seek employment on an equal basis with others; having the freedom from unwarranted search and seizure. In work, being able to work as a human being, exercising practical reason and entering into meaningful relationships of mutual recognition with other workers.

For people with disabilities, they need an atypical social arrangement. In addition, it is important to pay attention to the role of caring. Many jobs caring for the disabled are not only unpaid, but also difficult to gain social recognition to a large extent. However, the core capability list provides a very useful set of social benchmarks in terms of strategies between the caregiver and the caretakers, including three aspects: the public sector, the education system, and the workplace. The existing phenomena is that the work burdened by female in the family is not regarded as a kind of real work. Consequently, the public sector tries to solve it through cash payments or income support, so as to give the social dignity and recognition to relevant persons. Nussbaum said: "because of the very emphasis on public education concept of sociality, on the public policy, for mental disorders and physical disability problems we should first solve the guardian rights. The role of the guardianship is no longer dealing with one's incompetence, but a way to promote their core capability." (Nussbaum, 2006, p.196.) The usual approach is to let the disabled to choose functionings as many as possible. Moreover, we should pay attention to the field of education, especially the education on children with mental and physical disorders. As a result, Nussbaum came up with "Individualized Education Program". Initially, we should identify and locate groups of children whose needs have not been addressed. Then, we could give their parents procedural protection in the process of evaluation and disposal of their children through the hearing process and judicial review. Considering the crucial position of the potential cognition of individuality, especially for the disabilities and impairments, the individualized education actions are required, which would use the method of “the minimal environment constrains” to appropriately meet the needs of the marginal person.

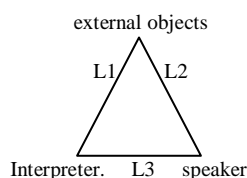
In order to find social services and legal structure of guardianship, on the one hand, Nussbaum has put forward the idea of "mentorship", namely guarantor or trustee's actions should be approved by the marginal person and their rights and obligations are roughly similar to the role of lawyer. This approach is suitable for individual needs by which special

groups acquire core capabilities. However, its cost needs to be jointly paid by the government and the market. Comparatively speaking, this scheme is not adequate. To a certain extent, the decisive decision is still usually made by the guarantor and trustee, not the mentally and physically disabled person themselves. Social services, on the other hand, include contact person, companionship, personal assistant and escort person. Nussbaum pointed out that "this procedural approach should follow four principles: the principle of necessity, the principle of flexibility, the principle of self-determination and the principle of rights preservation." (Nussbaum, 2006, p.198.) The law will construct a diversity of procedural safeguards, including personal interviews, litigation, and limited guardianship. The concept of capability, as a richer vision of equality, is closely linked to the insistence of the disability rights movement. The capability approach allows us to take into account the barriers and discrimination experienced by people with disabilities and impairments. By focusing on core human capabilities that everyone has the right to develop, it provides actors and policymakers with a simple and verifiable way to measure whether an individual's capabilities are maximized. It does not rely on lengthy definitions of what the disability is, or the nuances between different types of disability. The capability approach will also mark a great progress in the better understanding of the equality and just theory, so as to achieve the social recognition for the marginal person.

The capability approach is an incomplete and partial explanation of social justice. Although Nussbaum used the core human capability list to demarcate the minimum threshold of human rights, it is not about how justice would deal with the inequality above the threshold. The list merely concerns the explanation and clarification of the minimum level of the core rights of society, which does not truly and absolutely address the issue of inequality. Therefore, from the point of this view, the capability approach is not a best solution to address the whole issues of inequality. It, however, at least, could be beneficial to provide a vital framework and guidance for such analysis.

IV. IMPROVING THE UNDERSTANDING OF LANGUAGE LEARNING: DAVIDSON'S IDEA OF TRIANGULATION

Donald Davidson, as one of the Willard Van Orman Quine's student, not only did inherit and develop the Quine's theory of meaning, but also combined the Tarski's theory of truth. He has put forward a thought experiment of the radical interpretation, and drawn its "truth-conditional theory of meaning" (Davidson, 2001b, p. 57). Davidson regarded the interpretation of the speech-acts as a starting point of theory of meaning, and also, he argued that the meaning of the statement is equal to the truth-condition of statement, indicating that there has existed strong logical connection between the concept of meaning respectively in Quine's radical translation and Davidson's radical interpretation. Therefore, he proposed the concept of "triangulation (as shown in the figure below)" in his 1982 article "Rational Animals".



In the model, he clearly and obviously pointed out that the interpreter, the speaker and the external object have constituted the framework of triangular measurement, and each element occupies a vertex of the triangulation. When the speaker says "this is a cat," the interpreter has a belief -- "This is a cat if and only if speakers said this is a cat", then the interpreter will compare what he saw with the speaker's statement at the same moment. There must exist some kind of objective reality in the public environment according to the shared beliefs that both interpreters and speakers held. Meanwhile, we could adjust and modify the truth-attitudes inside our beliefs with the changing environment, so as to form an objective evaluation of the same object and obtain the objective standard of similarity. As the above scheme shown, L1 represents the connection between the interpreter and external objects, L2 represents the connection between the speaker and external objects, and L3 represents the relationship between the interpreter and the speaker. As for the interpreters, by observing the truth-attitude of the speaker as well as the responsiveness of the speaker, the interpreter could understand the meaning of the statement. For the speaker, he will interact with interpreter to adjust his statements by the inductive method. For external objects, it manifests the causality between external objects and intersubjective, and represents the common causes among the interpreter, the speaker and the external objects in the process of the communication. As far as I'm concerned, the principle of charity makes the beliefs inside the different subjects' consistency with each other. Only when we combined the observation of external objects with the intersubjective during the process of communication, are we possible to realize whether the statement is true or not. Even if we shared the same beliefs, the meaning of the expression did not lie in conformity with social conventions, but depends on the truth-attitude of the speaker and whether the statement conforms to the condition of the external objects. On one hand, the similar reactions and characteristics are shaped by the communication of intersubjective under the shared environment. On the other hand, in the triangle model, the external objects will give the corresponding response to the interpreter and the speaker respectively. Whether the interpreter and the speaker belong to the common cultural background or not, the meaning of a sentence is indeed not determined by social conventions, but depends on whether our truth-attitude of the sentence is consistent with the objective world. Hence, the interaction among different subjects are necessary conditions for us to make a meaningful communication possible.

The radical interpretation model of triangulation not only explains how possible language communication and understanding is, but also explains the necessary conditions for the generation of the meaning and how to ensure the certainty of knowledge. In summing up his theory of truth conditional meaning, Davidson, from the perspective of objective reality, pointed out that we could relatively avoid the uncertainty, and distinguish different levels of thought development by combining the semantic method with the model of triangulation. (Davidson, 2005, p.132) As for the question of how thoughts come into being, Davidson advocates to give his own understanding of generating conditions of thoughts from the perspective of situation and language. Moreover, Davidson considered that the sharing environment of social interaction plays an indispensable role in the process of thoughts formation, since objectives and existences are prior to our thoughts. As long as the subjectivity is strictly restricted, it can be relatively avoided to make a substantial understanding of any agency. Davidson argued that we should place the interpreter and the speaker in a triangulation model, and observe the speech-acts of others in a shared circumstance. (Davidson, 2001a, p.33) Namely, when we are making communications with each other, it is such kind of empirical activities that made us endow the objective content into the form of our thoughts. Consequently, in the process of explaining the structural triangulation model, the content and form of our thoughts can be determined to a certain extent, since our behaviors are constantly figuring and confirming the references, and the stability of knowledge should depend on the certainty of the thoughts.

Davidson, from the standpoint of analytical philosophy, considered the world of knowledge as an objective world that exists independently, separating from the world of thoughts and languages, and he argued the concept of meaning is the truth-condition for the objective truth. (Davidson, 2001c, p.101) The existence of the objective world, as a kind of structural existence, is reflected by languages. As a result, we could get a structural understanding of the objective world through a structural analysis of language. Finally, what we should do is integrate the different kinds of language, and construct a theory of truth by analyzing the whole system of language. Therefore, we could make a radical interpretation of language through presupposing the principle of charity and the holism theory of meaning. The specific steps of radical interpretation are following. Firstly, the interpreter has to believe what the speaker said was true. Secondly, the compatibility and commensurability of statements among the subjects are guaranteed by the principle of charity. For the next step, we could place the theory of meaning in a well-ordered triangle including the speakers, interpreters, and external objects, in order to discovery the meaning of language.

When we are applying the truth-conditions to the languages, we could understand the meaning of sentences, since the speech, beliefs, attitudes and external circumstance are mutually interconnected. The existence of one party is conditioned on the existence of the other two parties, and the three parties are integrated into a holistic context. The interpreter understands the utterances of the speaker from the holistic view, which includes the interpretive behavior of meaning. A triangulation model, a holistic theory of meaning, proposed by Davidson, in the process of language study, is beneficial to our understanding of language. From this point, the causal mechanism constructed by his semantic externalism is a reconstruction of our epistemology. We could take advantage of the model of triangulation to get better understanding and interpretation of languages among persons with diverse culture background, especially for the marginal person, as well as getting the true inner thoughts of them.

V. CONCLUSION

The world has witnessed the rapid development and improvement of the quality in our daily life. However, our society obviously ignored the interests of the marginal person at the beginning of its establishment. As we have discussed above, the utilitarian cost-benefit model uses the principle—"the greatest happiness of the greatest number of people", which apparently ignored the interpersonal differences and some irrational factors. In addition, the traditional contractarianism has been insisting that the procedural justice should be designed under the circumstance of justice. Similarly, Rawls used the veil of ignorance in the original position to guarantee his idea of the procedural justice. Thus, the fact that the marginal person was excluded by the presumption of contractarianism, namely the rationality and benefit-motivated, we should pay more attention to the initial design of the structure of our society.

On the contrary, the Amartya Sen and Martha Nussbaum, the representatives of capabilityarianism, argued that individuals' needs for resources are various and inconvergence, and people's capability to turn resources into functionings is constantly changing. Resources, therefore, are not as a perfect measurement of well-being. Notably, Amartya Sen creatively proposed the concept of capability through the distinction between the functionings and capabilities, and furthermore, linking the issue of justice with the capability. From the perspective of Amartya Sen, the functionings are "beings and doings", that is, various states of human beings and activities that a person can be engaged in, which is a conceptual category that is in itself morally neutral. Comparatively, the capabilities are a person's actual freedom or opportunities to achieve their goals and what they have reason to value. Furthermore, the main contribution of Martha Nussbaum is the central capabilities list to theorize the capability approach, and to extend the scope of justice to the marginal person. In conclusion, a partial capability theory of justice specifies the minimal threshold of the capabilities list for all persons, which required all governments in all nations to guarantee it. As far as I'm concerned, the capabilities list is universally applicable and dynamic changing, therefore, it is essentially suitable for all human beings independently, regardless of the nationality or the cultural background.

Not only do we attach the importance to the concept of capability in the language study, but also, we should discover the ways by which we could better understand the ideas that the language conveyed. In order to achieve the goal, we

have to combine the concept of capability with the model of triangulation. Davidson appealed to the model of triangulation in the process of radical interpretation by taking advantage of the Tarski's truth-conditional theory of meaning. On one hand, it explained the possibility of catching the meaning of the statements; on the other hand, it explained the necessary conditions for generating the meaning and ensuring the certainty of knowledge. Consequently, Davidson made the understanding possible by using this semantic externalism of a holistic theory of meaning in the process of language study. It's contributive to getting convenient interaction among different persons, especially for the marginal person, which is more feasible to get the understanding of the meaning of sentences.

REFERENCES

- [1] Davidson, Donald. (2001a). *Essays on Actions and Events*, 2nd ed. Oxford: Oxford University Press.
- [2] Davidson, Donald. (2001b). *Inquiries into Truth and Interpretation*, 2nd ed. Oxford: Oxford University Press.
- [3] Davidson, Donald. (2001c). *Subjective, Intersubjective, Objective*. Oxford: Oxford University Press.
- [4] Davidson, Donald. (2005). *Truth, Language, and History: Philosophical Essays*, Oxford: Oxford University Press.
- [5] Nussbaum, Martha; Sen, Amartya. (1993). *The quality of life*. Oxford England New York: Clarendon Press Oxford University Press.
- [6] Nussbaum, Martha. (2000). *Women and human development: the capabilities approach*. Cambridge New York: Cambridge University Press.
- [7] Nussbaum, Martha. (2006). *Frontiers of justice: disability, nationality, species membership*. Cambridge, Massachusetts: The Belknap Press Harvard University Press.
- [8] Nussbaum, Martha. (2011). *Creating capabilities: the human development approach*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.
- [9] Robeyns, I. (2011). The capability approach. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy*.
- [10] Sen, Amartya. (1999). *Development as Freedom*. New York: Oxford University Press.
- [11] Sen, Amartya. (2010). *The Idea of Justice*. London: Penguin.



Fei Wei, born in Hubei province, China. He is a PhD candidate on Capability Studies at school of philosophy in Beijing Normal University in Beijing, China. He is also a visiting scholar at the University of Victoria, Canada, and a research associate at the University of York, U.K. His research interests include analytical philosophy and political philosophy, as well as English translation of philosophical works.

A Mystical Reading of Ḥāfīz's Translation by Robert Bly and Leonard Lewisohn

Seyed Mohammad Anoosheh

Department of English Literature, Faculty of Humanities, Yazd University, Iran

Mahsa Khalili Jahromi

Department of English Literature, Faculty of Humanities, Yazd University, Iran

Abstract—Robert Bly and Leonard Lewisohn are among the latest translators of Ḥāfīz who have selectively translated thirty ghazals of Ḥāfīz into English. A close investigation of their translation reveals how they have manipulated the original texts to a great extent which results in having merely a mystical interpretation of Ḥāfīz's multi-layered poems. However, due to the literary form of Ḥāfīz's poetry which is ghazal, it can be in praise of different issues such as nature, youth, beloved, loveliness, etc.; in Bly and Lewisohn's translation, most of them have been ascribed to divinity. In other words, by means of translation, they have rendered their own worldview along with their personal reading of Ḥāfīz's poetry. The authors argue that Bly and Lewisohn's translation renders a mystical reading of Ḥāfīz's poetry and presents him as a moral preacher whose poetry is saturated with mysticism and Sufism. Being highly against the American society's materialism, by introducing Ḥāfīz as a mystic and insisting on mystical and spiritual interpretation of his poetry they intend to survive their society from corruption and cater to the moral and spiritual needs of the target culture. Since American literature compared to Persian literature, lacks some repertoire related to mysticism thus Lewisohn and Bly, by means of translation try to provide their culture with a sort of nourishment in order to contribute to the amendment of the society.

Index Terms—Ḥāfīz, mysticism, sufism, translation studies, Robert Bly, Leonard Lewisohn

I. INTRODUCTION

Since the 1980s, translation has become central to comparative literature. Traditionally speaking, translation studies used to be a field concerning problems of linguistic and textual fidelity to the original. During the 20th century, it developed and emerged as a new academic and interdisciplinary field (Apter, 2011, p. 3). Recently, translation studies has veered toward cultural studies and investigates how cultural issues might influence cultural interactions. Thus, in recent years, as comparative literature has declined in significance, translation studies has been gaining ground and it has become a discipline in its own right (Bassnett, 1998, p. 138). The original text through the process of translation undergoes several changes which are mostly due to cultural and linguistic differences as well as the translator's worldview. The translator first acts as a reader who has his/her own interpretation of the original text and inevitably his/her own mindset affects the process of translation. Consequently, the reader of the translated text gets to know the literary work and the author through the translator's point of view.

Among the translators who have translated Ḥāfīz's poetry into English, Leonard Lewisohn and Robert Bly are among the latest ones. The esteemed American poet and author Robert Bly who worked with the great Islamic scholar Leonard Lewisohn, produced a translation named *The Angels Knocking on the Tavern Door* which encompasses the translation of thirty poems of Ḥāfīz. Since Ḥāfīz's poetry is multi-layered, there are a variety of different interpretations for it and every single verse can be interpreted differently but Bly and Lewisohn's have translated Ḥāfīz in a way that has confined its extensive and diverse interpretations to mysticism. In this paper, the authors attempt to have a close reading of the thirty translated poems and locate the verses emitting the mystical attitude of the translators toward Ḥāfīz and his poetry. It has been demonstrated how the verses have been manipulated in the process of translation in order to make them suit the translators' worldview and desire. The authors argue that Bly and Lewisohn's translation renders a mystical reading of Ḥāfīz's poetry and presents him as a moral preacher whose poetry is saturated with mysticism and Sufism. In fact, by introducing Ḥāfīz as a mystic and insisting on mystical and spiritual interpretation of his poetry they intend to cater to the moral and spiritual needs of the target culture and contribute to the amendment of the society.

II. DISCUSSION

A. *God, the Forever Beloved*

There are some assumptions about Hafez's beloveds. Eslami Nadooshan believes that there are three kinds of love or better to say beloveds in ghazals of Hafez: the first one can be one of his contemporaries, the second one is quite faceless and it can be a man, woman, a live person or even a dead one. The third one is the mystical love. (Khoramshahi, 1994, p. 195). In other words, Ḥāfīz's poetry is open to different interpretations and it permits the reader to interpret it

due to his/her own will. Thus, there is no absolute interpretation and no one can confidently assert who is the real addressee of his poem. The beloved has been addressed with different words and expressions in Hāfiz's poetry. The beloved can be either God or an earthly beloved (a man or a woman). But in the translation by Lewisohn and Bly, they have interpreted them all as God. Having a mystical viewpoint toward Hāfiz's poetry, the translators have interpreted any talk of love as attributed to God, namely for them, all the love mentioned in the poems is toward God and it has been translated as divine and sacred; even in describing love they assign it a holy court (harime eshgh) (Hāfiz et al., 2009, p. 55) that is in line with their spiritual interpretation of the poems. In some cases, instead of replacing the word alluding to the beloved with the word "God", they have applied capitalization to attribute it to God and attach divine status to it. For example:

تا کار خود ز ابروی جانان گشاده‌ایم» «بر ما بسی کمان ملامت کشیده‌اند

(Hāfiz, 1983, p. 728)

"People have aimed the arrow of guilt a hundred times

In our direction. With the help of our **Darling's** eyebrow,

Blame has been a blessing, and has opened all our work." (Hāfiz et al., 2009, p. 3)

«چو مستعد نظر نیستی وصال مجوی که جام جم نکند سود وقت بی بصری»

(Hāfiz, 1983, p. 905)

"Because you aren't worthy of the side glance

Of the Darling, don't try for union. Looking directly

Into Jamshid's cup doesn't work for the blind." (Hāfiz et al., 2009, p. 53)

«حال ما در فرقت جانان و ابرام رفیب جمله می داند خدای حال گردان غم مخور»

(Hāfiz, 1983, p. 516)

"God knows our whole spiritual state: separated

From **Him** and punished by rivals. Still do not

Sink into sadness. God is the one who changes conditions." (Hāfiz et al., 2009, p. 14)

Jan ān (sweetheart; جانان) is a widely used word for referring to the beloved in Persian literature. It can be interpreted differently; some might consider it as an earthly beloved while for others, it might refer to God or any divine love. Since for Bly and Lewisohn, the beloved is always divine this word is translated as "Darling" (with capitalized D) and somewhere else, the same word is replaced by the pronoun "Him" (capitalized H). In fact, the translators in order to ascribe the love to God instead of translating the word jan ān have replaced it with a pronoun to limit the interpretation of the verse and reinforces the argument that for the translators the beloved is always divine.

The following verse is another example that shows the translators' intend to prevent any probable interpretation which might be far from their own.

هر چند که دورم از تو که دور از تو کس مباد لیکن امید وصل توام عن قریب است

(Hāfiz, 1983, p. 144)

"I may be a long way from you. Oh, **God**,

I don't want anyone to be distant! But I know

There is possibility for a close union with you." (Hāfiz et al., 2009, p. 11)

While in the above-mentioned verse, the poet by using a pronoun (تو: you) addresses his beloved, in translation, the word "God" is mentioned instead of the pronoun as if the poet is addressing God and he is the single addressee. On the contrary, the original verse is open to further interpretations; the addressee can be anyone else instead of God. Because in the original verse there is no specific hint that limits the addressee to God; it is possible that Hāfiz is addressing his earthly beloved not necessarily God.

«آنچه او ریخت به پیمانه‌ی ما نوشیدیم اگر از خمر بهشت است و گر باده‌ی مست

خنده‌ی جام می و زلف گره گیر نگار ای بسا توبه که چون توبه‌ی حافظ بشکست»

(Hāfiz, 1983, p. 60)

"Whatever **God** had poured into our goblet

We drank, whether it was the wine

Of heaven or the wine of drunkenness.

The laughter of the wine, and the disheveled curls

Of **the One We Love** . . . How many nights of repentance—like

Hafez's—have been broken by moments like this?" (Hāfiz et al., 2009, p. 8)

There is no explicit reference to God in the original verses. It is mentioned as a pronoun, however the translators have replaced it with a noun "God" while there can be other possible interpretations for the pronoun (he/she: او). At least it could be translated as "she" or "he" to save the ambiguity of the original text. On the other hand, in the second verse, the word نگار (negār; sweetheart) is mentioned which is a prevalent metaphor in Persian literature for the beautiful beloved; the translators in order to shift the focus from an earthly beloved to a divine one, have translated the word negār (نگار) as "the One We Love"; it is in line with the replacement of the pronoun (او) with "God" in the previous verse. In other words, the translators by using the pronoun "we" are putting emphasis on a thing that belongs to everyone and it is desirable for them all. Therefore, the whole sense of the verse is changed as if it is about the

collective love that can be interpreted as God not an earthly beloved. The following verse is another example for the spiritual interpretation of love by the translators:

«به یمن همت حافظ امید هست که باز
آری آسامر لیلای لیلۀ القمری»
(Hāfiz, 1983, p. 905)

“Because of the good offices of Hafez, we can
Still hope that on some moonlit night we’ll

Be able to enjoy **our love conversation** once more.” (Hāfiz et al., 2009, p. 54)

The second part of the original verse is Arabic meaning that (there is hope that) I can see again the traces of my beloved (Laila) in the night’s path. The word لیلای (Laila) is used for the beloved who is a desirable woman. In other words, the verse is about hoping to visit the beloved once again. But in the translation there is no talk of the beloved not to mention the earthly beloved. It is translated as a collective longing to enjoy the “love conversation” once more and it is not assigned who the addressee of the “love conversation” will be. Although there is a first person verb in the original verse, it has been modified to “we” and “our” in the translation in order to describe this love and the enjoyment of the company of the beloved as public not personal.

«ای پادشاه حسن خدا را بسوختیم
آخر سوال کن که گدا را چه حاجت است»
(Hāfiz, 1983, p. 84)

“Oh, **Lord of Divine Loveliness**, we have been
Burned to a crisp. Come now, ask of us

What is it a destitute and beggarly person needs?” (Hāfiz et al., 2009, p. 37)

However due to the literary form of Hāfiz’s poetry which is ghazal, it can be in praise of many different issues such as nature, youth, beloved, loveliness, etc. (Sham ũa, 2007, p. 16); in Bly and Lewisohn’s translation most of them have been ascribed to divinity because as discussed earlier, they consider Hāfiz as a mystical poet whose poetry is in praise of nothing but divinity. Thus, they have attributed not only the love to God but also any praise of loveliness has been given a divine aspect. For example, the above-mentioned verse praises the beauty and loveliness of the addressee but in translation the addressee is specified as God and the loveliness is described with the adjective, divine.

B. The Omission of Pedophilia

In pre-modern and early modern society of Iran an adolescent who is in his early twenties with the first trace of a mustache and before the full growth of beard and mustache was recognized as the utmost beauty. The first traces of a mustache (khat) signaled the beginning of his adult manhood and the movement from being an “object of desire” to a “desiring subject.” In fact, love and desire were associated with beauty and they could be brought about by either a beautiful male or female. In other words, gender is irrelevant to love and beauty; while the same adjectives were used to describe both male and female bodies, even male beauty and male eroticism used to be recognized as the superior sentiments. In Persian literature, ghazal is the most celebrated genre for the expression of male homoeroticism (Najmabadi, 2010, pp.15-17). The issue of pedophilia is one of the cultural concepts that is prevalent in Hafez’s poems. Undoubtedly the beloved of Hāfiz’s poetry is male. In fact, homoeroticism was a prevalent custom at the time, it was even seen in monasteries and convents (Sham ũa, 2002, p. 167). The translation of this issue requires being highly familiar with the Persian language, literature and the culture of that time. The issue of pedophilia is omitted as much as possible in Bly and Lewisohn’s translation of Hāfiz. In other words, the translators intended to render a mystical interpretation of Hāfiz and introduce him as a mystic whose poetry is intertwined with merely mystical and spiritual issues. In fact, they have done their best to fudge and bowdlerize every single sign of praising and longing for the earthly beloved. But in some cases that there are conspicuous references to an earthly beloved that cannot be neglected; they preferred to attribute it to a beautiful woman instead of a young boy. The below-mentioned verses are the first three verses of the 22th ghazal according to Khanlari’s edition. In these verses, the beloved’s posture is described while he/she is marching to the poet’s bedside.

«زلف آشفته و خوی کرده خندان لب و مست
پیرهن چاک و غزلخوان و صراحی در دست»

نیم شب دوش به بالین من آمد بنشست
سر فراگوش من آورد به آواز حزین
گفت کای عاشق دیرینهی من خوابت هست»

(Hāfiz, 1983, p. 63)

“Her hair was still tangled, her mouth still drunk
And laughing, her shoulders sweaty, the blouse
Torn open, singing love songs, her hand holding a wine cup.
Her eyes were looking for a drunken brawl,
Her mouth full of jibes. She sat down
Last night at midnight on my bed.

She put her lips close to my ear and said
In a mournful whisper these words: “What is this?
Aren’t you my old lover? Are you asleep?”” (Hāfiz et al., 2009, p. 7)

Although Lewisohn and Bly by using possessive and personal pronouns (her and she) have underscored the femaleness of the beloved, some previous translators like Clarke have described the beloved as a young boy: “Tress

disheveled; sweat expressed; lip laughing; intoxicated; Garment rent; song-singing; goblet in His hand ;Eye, contest-seeking; lip lamenting Came, at midnight, last- night, to my pillow; sate .To my ear, He brought His head; in a low soft voice, Said: "O my distraught Lover! Sleep is thine ." (Hāfīz and Clarke, 1891, p. 111) In the above-mentioned verses the beloved is described by highlighting their human aspects and it is not logical to be attributed to God, in such cases in the process of translation, by adding some words to the original verse translators have insisted firstly on the femaleness of the beloved and secondly the divinity of the love and the beloved. For example:

«لب و لعل و خط مشکین چون اینش هست آتش نیست
بنازم دلبر خود را که حسش آن و این دارد»
(Hāfīz , 1983, p. 250)

“Reddish lips and the musky down on the cheek—

She may have this, and not have that, **like many women.**

I praise my darling, whose beauty has both this and that.” (Hāfīz et al., 2009, p. 55)

«زیر شمشیر غمش رقص کنان باید رفت
کان که شد کشته‌ی او نیک سرانجام افتاد»
(Hāfīz , 1983, p. 230)

“Whenever the **Divine One** waves **her** saber of sorrow

We’ll have to dance wildly, because whomever

She kills will end up with a good situation.” (Hāfīz et al., 2009, p. 58)

Being illustrated as carrying a saber, the beloved is described as being bellicose who has power over the lover to the extent that she is able to kill him if she wants. There are lots of other examples in Classic Persian Literature that the beloved is described as a warrior who knows horse riding, shooting and archery who attends the midnight parties with men, drinks, dances, and comes back home at midnight who never tolerates men’s oppression and even she wrangles and altercates with them (Sham ũa, 2002, pp. 258-259). But such descriptions are in sharp contrast with the real women of that time who were secluded from the society and were quite subordinated to men. Thus, these verses cannot be about a female beloved of that time. Regarding Lewisohn’s numerous researches concerning Sufism and eastern mysticism his acquaintance with pedophilia and homoeroticism in Classic Persian Literature cannot be ignored, nevertheless he and Bly have decided to fudge it in the translation on purpose. Because they found this issue in complete contrast to Hāfīz who-they believe- is an aref (mystic), whose poetry is immersed in mysticism.

C. Sufi and Mystic Issues

«غلام همت آنم که زیر چرخ کیبود
ز هرچه رنگ تعلق پذیرد آزاد است»
(Hāfīz , 1983, p. 90)

“The man who can walk beneath the blue wheeling

Heavens and **keep his clothes free of the dark**

Of attachment—I’ll agree to be the slave of his high will.” (Hāfīz et al., 2009, p. 29)

The whole gist of the verse is about admiring a person who is free from whatever takes the color of attachment. The translators have rendered a rather bizarre translation, though. Not only does the translation seem so far from the source text, but also it seems strange in the target language because it sounds like an illogical phrase. Translators’ Sufism background, especially Lewisohn who has written books on Eastern Sufism, has resulted in such a translation. According to Sufi tradition, Sufis used to wear dark blue robes. According to a folk belief the dark blue color of the sky has influenced the color of Sufis’ robes. In fact, it alludes to their dependence and attachment to the material world (Khaleq ũ 2000, p. 101). In other words, because the sky is one of the world’s material components thus attributing the color of Sufis’ robe to the color of the sky alludes to their connection with the material world. On the other hand, Hāfīz’s poetry is saturated with his abhorrence toward Sufism because he considers them as hypocrites who pretend to be ignorant of the material worlds while they are quite dependent on it (Hassour ũ 2011, p. 11). As discussed earlier, the translators have a presupposition about Hāfīz . They believe Hāfīz is a real mystical poet (aref) who is against pretentious mannerism of Sufism. Hence, although in this verse there is no conspicuous reference to Sufism and nothing is mentioned about the relevancy of this verse to Sufism in most of the illustrations, the translators have amalgamated both Hāfīz’s abhorrence of Sufism with the negative folk belief about the color of Sufi’s robes. In other words, having a rich background of Sufism and Hāfīz’s poetry has affected the translators’ interpretation of this verse.

«طفیل هستی عشقت آدمی و پری
ارادتى بنما تا سعادتى بیری»
(Hāfīz , 1983, p. 905)

“Both human beings and spirits take their sustenance

From the **existence** of love. The practice of devotion

Is a good way to arrive at happiness in **both worlds.**” (Hāfīz et al., 2009, p. 53)

In the preface to the translation, the translators have explicitly stated that they have largely benefited from Khanlari’s edition of Hāfīz (p. 69). Their reliance on Khanlari’s edition is conspicuous especially in translation of the ghazal to which the above verse belongs. In the case of this ghazal, Khanlari’s edition not only presents the verses in a different order but it also includes some verses that are missed in other editions and lacks some verses that are in other editions. The translators have been mostly adherent to Khanlari’s edition; the order of the verses is observed besides the exact verses being mentioned in Khanlari’s edition are translated. But there is a single deviation; in the above-mentioned verse that is the first verse of this ghazal. The word *masti* (مستی) (intoxication) is mentioned in Khanlari’s edition

although in most of the editions such as Ghazvini, Neysari, Eyvazi, and Saye “*hasti*” (existence) is used (Hamidiyan, 2010, p. 3854).

Javid (1996) believing *hasti* هستی (existence) is the better choice for the verse, states that “*hasti*” must be the most likely choice for this verse because the whole gist of the verse using this word is in accordance with Hāfīz’s worldview whereby “Love” is seen as the main purpose of existence and creation. In fact, in this verse Hāfīz refers to a mystical theme that the Eternal Beauty (جمال ازلی: *Jamal e Azali*), God’s beauty, intended to be known and loved. In other words, “Beauty” without “Love” was a commodity without a market. One has to see the manifestation of “Beauty” with “Love” and watch the marvel of Eternal Beauty. Thus, the purpose of existence is “Love.” He who does not know “Love” and does not understand it has not understood the secret of creation and has not understood the purpose of being and his life is meaningless (p. 597). The whole verses of this ghazal are concerned with “Love” and as it was discussed in the previous section, the translators have interpreted all the love mentioned in Hāfīz’s poetry as divine love and attributed it to God. Thus, although the reliable edition for them is Khanlari’s and Khanlari has chosen the word “*masti*” instead of “*hasti*”, by translating “*hasti*” (existence), they have intentionally deviated from Khanlari’s because the gist of the verse including “*hasti*” is in better accordance with their own worldview; they believe Hāfīz was a mystical person and his poetry is the manifestation of mysticism. Therefore by choosing and replacing *hasti* with *masti* they are engaged in manipulating the verse and consequently asserting clearly their own viewpoint. They even go further in manipulation by adding the phrase “both worlds” in the translation which is not mentioned in the original verse. By adding it they assert that in order to enjoy happiness in this world and in the hereafter (both worlds), one needs to show devotion and attention to love.

There are also other infidelities to Khanlari’s edition in order to manipulate the interpretation of the verse. For example the following verse:

«ما درس سحر در ره میخانه نهادیم محصول دعا در ره جانانه نهادیم»
(Hāfīz, 1983, p. 744)

“We have turned the face of our dawn studies

Toward the drunkard’s road. The grace earned from our prayers

We have turned over to the road of the Beloved.” (Hāfīz et al., 2009, p. 15)

There is a deviation from Khanlari’s edition in the first translated part of the verse. According to Khanlari, it should be (ما حاصل خود در ره خمخانه نهادیم) (we have turned the face of our achievement toward the tavern). But the translators preferred to use dawn studies (dars e sahar: سحر) instead of “our achievement” (hasil e khod: حاصل خود). Dars e sahar refers to theologians who used to study and practice their religious lessons in the early morning and that is why it is called dawn studies (dars e sahar; a lesson to be studied in the early morning.) Because the subject of the verse is “we” by replacing “achievement” with “dawn studies” it insinuates that Hāfīz himself used to be among the theologians who used to study their religious lessons. In fact, by replacing “dawn studies” Hāfīz is characterized due to translators’ desire, as a religious and mystical person.

«به خواری منگر ای منعم ضعیفان و نعیمان را که صدر مجلس عزت فقیر ره نشین دارد»
(Hāfīz, 1983, p. 250)

“Do not disparage the weak and the skinny. Remember that,

You men of wealth. We know the one given the chief seat

In the Gathering is the **sadhu** sleeping in the street.” (Hāfīz et al., 2009, p. 55)

This verse is concerned with the contrast between destitution and affluence. It addresses the opulent not to regard the poor with contempt because the chief seat of honor belongs to poor people. In other words, while the destitution and the affluence discussed in the original verse is regarding material possession, the translated verse alludes to mystical and spiritual poverty. By translating the word *faqir* (فقیر) meaning a poor person to “*sadhu*” which means a Hindu mendicant ascetic, the translators assigned poverty a spiritual status as if the original verse is concerned with assigning the chief seat of honor to mystics and ascetics. Many think of poverty as an integral part of Sufism and mysticism. As if the necessary condition for being among mystics is poverty and being poor. But in fact the poverty discussed in Sufism and mysticism is not the material poverty it means we are all poor creatures who do not have any possessions compared to God. Because God is the ultimate owner of us and this world. According to mysticism, the real poverty unfolds in comparison to God who is the real owner. That is why mystics not only consider themselves as poor people but also they praise poverty because to them, it means not being proud and arrogant for having any property for we are all nothing against God (Goharin, 2003, p. 172). The translators have made the same mistake about Sufi beliefs and have misinterpreted poverty in Sufi traditions. Choosing such a word shows their misinterpretation of the issue and it alludes to the fact that their mystical worldview affected their translation.

D. Leader-disciple Relationship

«گفت حافظ لغز و نکته به یاران مفروش آه از این لطف به انواع عتاب آلوده»
(Hāfīz, 1983, p. 844)

“The Great One replied: “Just cut out selling your friends

These subtle ideas.” “Hafez,” I said,

“The grace of the teacher is often stained with rebukes.” (Hāfīz et al., 2009, p. 6)

Persian language structure permits the use of a verb without its subject. In Ḥāfīz's poems while there are lots of verbs without specific subjects, Lewisohn and Bly have specified a subject to each of them in their translation. For example, in the above-mentioned verse, the words "the teacher" and "The Great One" are added to the verse in the course of translation. Adding these words gives the verse a hierarchical atmosphere; as if there is a leader who guides his disciples and gives them advice. Being a disciple and having a leader or master is one of the fundamental basics of mysticism and Sufism. In fact, the master leads, guides and teaches his disciples to step in the right direction. On the other hand, the master is quite respected for the disciples who are obedient to. In this verse, the translators by adding words have introduced Ḥāfīz as a disciple who is under the guidance of a great teacher (master).

E. Didactic Title

Like Classical Persian poems, Ḥāfīz's poems lack any title. They are recognized using their first verse. Since Ḥāfīz's poetry encompasses different issues and ideas, it cannot be summarized in a mere title. Before Ḥāfīz, Persian ghazal was only concerned with the issue of love. Ḥāfīz was the pioneer who brought a new spirit into ghazal. His ghazals are an amalgamation of several issues such as religion, mysticism, love, social and cultural issues (Ḥorramshāhi, 1994, 115). In other words, a variety of ideas and issues are posed in a single ghazal thus, giving a title to it is not logical. Though Ḥāfīz's poetry lacks any title, Bly and Lewisohn, have designated an individual title for each translated poems of Ḥāfīz. The given titles are taken most of the time, from the verses of the poem itself. In fact, the given titles are in accordance with translators' attitude towards Ḥāfīz, namely the titles impose translators' interpretation of Ḥāfīz to the readers and also confine the semantic scope of the poem.

As each verse of a ghazal has its own independent idea, due to a lack of consistency giving a single title to it is not possible because some ideas are ignored. A close investigation of the chosen titles reveals the translators' view toward Ḥāfīz. They considered him a moral preacher who is under the guidance of a master (pir پیر) and is in touch with the unseen. Some of the titles are: Some Advice, Do Not Sink Into Sadness, Conversation With the Teacher, What Do We Really Need?, The Angels At the Tavern Door, Gabriel's News, etc. By choosing such titles it can be deduced that the translators have paid attention only to mystical and didactic issues in Ḥāfīz's poetry while it is saturated with a variety of different ideas.

Lewisohn and Bly's translation encompasses merely 30 ghazals while the whole Divan has around 500 ghazals and the translation of these 30 poems is actually their own interpretation of Ḥāfīz. They have introduced him as a moral preacher whose poems maintain didactic instructions. Consequently, if foreigners who are not familiar with the Persian language decide to read Ḥāfīz's poetry choosing Lewisohn and Bly's translation they will definitely get to know Ḥāfīz and his poetry filtered through the translators' worldview. In other words, the readers comprehend Lewisohn and Bly's version of Ḥāfīz. Ḥāfīz's poetry is multi-layered thus it can be interpreted differently. According to Kanaai (2016), ambiguities are major characteristics of Ḥāfīz's poetry hence, it is possible for every reader to interpret it in accordance with his or her own understanding (p. 449). Since Shafiy (2018) claims, never does art present a single meaning and interpretation (p. 419), therefore, there is no predetermined interpretation for any of Ḥāfīz's ghazals and his poetry is open to any kind of reading and interpretation. But the translators have only considered the mystical aspect of it and even in some cases as discussed previously, some elements emitting readings in contrast to their interpretation are omitted or it is better to say they have been manipulated to be in accordance with the mystical interpretation of the translators.

Whether Ḥāfīz was an "aref" and his poetry should be interpreted as secular Persian court poetry or whether it should be interpreted in a mystical and Sufi remains a controversial issue. Yarshater believes whether it is possible to call Ḥāfīz an "aref" or not depends on the application of this term. If it refers to a person who possesses wisdom and insight about human destiny and life who is a true man of devotion and purity of heart, such an epithet completely suits him. He purports that Ḥāfīz did not belong to any certain "Order" or the circle of a Sufi mentor. Besides, Sufi's faith in saints who were capable of performing miraculous deeds is far from the clarity of his mind. Thus, in this sense "aref" is a misnomer epithet to be given to Ḥāfīz (Yarshater). On the contrary, Khorramshahi (1994) believes that undoubtedly Ḥāfīz was an "aref" and all those mystical expressions and references to mysticism and Sufism cannot be recognized as aesthetical aspects of his poetry. He continues that Ḥāfīz himself had a mystical and spiritual experience which is reflected in his poetry (pp.179-180). On the other hand, Sham'ā (2009) believes Ash'arite beliefs have emerged in Ḥāfīz's poetry but it has unknowingly been interpreted as mysticism. Since eastern mysticism has grown in the context of Ash'arite thoughts, most of the beliefs and thoughts that these days are considered as mysticism are actually a part of Ash'arite axiom and thinking (p.149). In fact, Divan e Ḥāfīz cannot be considered as mysticism because Sufism and mysticism incorporate a coherent system of theology that holds a worldview but there is no system of theology in Ḥāfīz's poetry. It lacks cohesion, namely its components contradict each other. As main mystical texts, there is no contradiction in Masnavi and The Conference of the Birds (Mantiq-ut-Tayr). Although humanism is missed in Sufism and mysticism, Ḥāfīz's poetry is saturated with humanistic perspectives. There are lots of discrepancies in Ḥāfīz's poetry because he did not have a stable line of thought toward religion; he thought differently in different moments and it has been reflected in his poems. Thus, he cannot be considered as an "aref" because "aref" has a constant firm faith and nothing can shake it. There is no doubt that Ḥāfīz was quite familiar with mysticism and Sufi traditions but there is no basis for taking him as an "aref" (Shafiy, 2018, pp. 369-370). Despite different opinions regarding Ḥāfīz, in fact, it is the translators who have decided to merely reflect Ḥāfīz's mystical aspect. Consequently, by means of translating

Hāfiz's poetry, they have presented their own worldview and have rendered their own personal version of Hāfiz. In this regard, Carl Ernst (2015) states that "Sufi poetry is not defined by the author so much as by the audience." (p. 209) Therefore, Lewisohn and Bly who are clearly the advocates of mystical interpretation of Hāfiz's poetry, have presented him based on their own desire.

Lefevere and Bassnett (1998) claim translations, especially from third world languages into English are slanted toward English because every foreign and exotic issue is standardized (p. 4). In other words, they believe when third world literature by means of translation enters into western culture it passes through a domestication process in order to prevent any probable violation that might be caused by the entrance of the foreign literature to the nation (Lefevere, 2014, p. 2). But this claim is not always applicable; for example, in the translation of Hāfiz by Lewisohn and Bly in numerous cases the translation is slanted to Persian, not English though Persian in comparison to English is considered as a third world language. The translators have done their best to reflect eastern mysticism and Sufi traditions in the translation although it has made the translated text seem strange and exotic to the foreign readers. As discussed previously, in the translation they have overindulged to introduce Hāfiz as a mystical poet although the translation of some mystic traditions and issues might hinder the comprehension of the poem because it is too far from the culture and the context of the 21st century western reader. Although Hāfiz can hardly be considered as a mystical poet -his poetry to a great extent is about his social and political life; his poetry is the mirror of his time; he criticizes the king and hypocritical people (Sham ša, 2009, p. 110) - by highlighting mysticism, they have translated Hāfiz in a way that fits their desired function to fill a gap in the target system.

Lefevere and Bassnett (1998) state that a translation can affect the target system as long as there is a gap in that system which reflects a particular need. In this regard, they continue that the distribution of a foreign text by means of translation relies on three factors: need(s) of the reader, patron and "the relative prestige of the translating and translated language (pp. 60, 44). Since the translators' view contradicts the dominant materialism spirit of the country and era and they are critical about it,¹ thus they have manipulated the original text to cater to the American society's spiritual needs, namely Hāfiz's mystical translation in America seems to act as a safe spiritual asylum. Besides, as Evan-Zohar (1990) purports, as long as a literature is "young" or "peripheral", translation from other literatures answers its need; because it is young and cannot yet establish its own new literature in all fields. Thus, the experience of other literature is quite beneficial for it (p. 48). American literature is not peripheral but it is new compared to Persian literature and it lacks some repertoire related to mysticism thus it needs nourishment from other literature by means of translation and at the same time benefits from it as a weapon against the prevalent materialism of the society and seeks an amendment.

III. CONCLUSION

In this paper Hāfiz's translation by Lewisohn and Bly from a mystical point of view has been investigated. The translators in some cases by manipulating the verses have insisted and highlighted mystical aspects of Hāfiz's poetry. Although there are a variety of different interpretations for Hāfiz's poetry, they have all been ignored except mysticism. In other words, by means of translation they have rendered their own worldview along with their personal reading of Hāfiz's poetry.

Although there are different assumptions regarding the beloved of Hāfiz's poetry, Lewisohn and Bly have interpreted it as God. In fact, they have ascribed any talk of love in Hāfiz's poetry to divinity. In some cases, they have applied capitalization in translating the words that refer to the beloved and have given it sacred and divine spirit. Besides, in some other cases the word "God" is explicitly mentioned and has replaced a noun or pronoun in the original poem that refers to the beloved in general. The issue of pedophilia is one of the cultural concepts that is prevalent in Hafez's poetry. This issue is also filtered through their translation and it is omitted as much as possible to prevent demonstrating Hāfiz's beloved as a male. Although they have done their best to fudge and bowdlerize every single sign of praising and longing for the earthly beloved, in some cases where there are conspicuous references to an earthly beloved; they preferred to attribute it to a beautiful woman instead of a young boy. In fact, it is possible to attribute the addressee and the beloved in Hāfiz's poetry to God while it can also be interpreted as an earthly beloved. In other words, it is open to different interpretations but Lewisohn and Bly's version of Hāfiz is confined merely to the mystical aspect and prevents Hāfiz from being labelled a pedophile.

Being highly familiar with eastern mysticism and Sufis traditions, the translators have translated the mystical issues quite intact; they have paid meticulous attention to details to the extent that sometimes it has resulted in introducing Hāfiz as a mystical poet although the translation of some mystic traditions and issues might hinder the comprehension of the poem for foreign readers. The translation of Hāfiz across America by Bly and Lewisohn is a fascinating example of the intricacies of intercultural transfer. Hāfiz was perceived as an emblem of spirituality and challenged the dominant materialism. The Hāfiz who found his way into America was essentially seen as a preacher, whose texts are saturated with moral issues, didactic features, and advice. Regarding the translators' background and their view toward today's

¹ In the 250th ghazal (Khanlari's edition) in the fifth verse, Hāfiz asks the reader not to sink in sadness even the flood of death sweeps away the foundation of existence but Bly and Lewisohn, have interpreted the flood of death as the flood of materialism: "Even if the flood of materialism Drowns everything, do not sink into

Sadness, because Noah is your captain." (Lewisohn and Bly 13)

materialism they by means of such a manipulation, might have intended to have an impact on the target system while using translation as an influential force for making social changes and catering to the spiritual needs of the materialistic society.

REFERENCES

- [1] Apter, E. S. (2011). *Translation Zone: A New Comparative Literature*. Princeton: Princeton University Press.
- [2] Bassnett, S. (1998). *Comparative literature: a critical introduction*. Oxford OX: Blackwell.
- [3] Bassnett, S., & Lefevere André. (1998). *Constructing cultures: essays on literary translation*. Clevedon: Multilingual Matters.
- [4] Ernst, C. W. (2015). *Hāfiz and the religion of love in classical Persian poetry*. (L. Lewisohn, Ed.). London; New York: I.B. Tauris.
- [5] Even-Zohar, I. (1990). *Polysystem studies*. Durham, NC: Duke University Press.
- [6] Goharin, S. S. (2003). *An illustration of Sufi terms*. Tehran : Zavar Publication.
- [7] Hāfiz . (1983). *Divan Qazaliyat Hāfiz* . (P. Khanlari, Ed.) Tehran: Nil Publication .
- [8] Hāfiz, Bly, R., & Lewisohn, L. (2009). *The angels knocking on the tavern door: thirty poems of Hafez*. New York: Harper Perennial.
- [9] Hāfiz, Clarke, H. (1891). *The Divan-i-Hāfiz*. Calcutta: Calcutta Government of India central printing office.
- [10] Hamidiyan, S. (2010). *Sharhe Shoq* (Vol. 5). Tehran: Qatre Publication.
- [11] Hassouri, A. (2011). *Hāfiz, In other way*. Tehran: Cheshmeh Publication .
- [12] Javid, H. (1996). *Hāfiz Javid*. Tehran: Farzan Publication .
- [13] Kanani, N. (2016). *Hafez and his Divan as viewed by the West*. Würzburg: Königshausen & Neumann.
- [14] Khaleqi, M. B. (2000). *Šāḡenabāte Hāfiz*. Tehran: Zavar Publication .
- [15] Khorramshahi, B. (1994). *Hāfiz*. Tehran: Tarhe No.
- [16] Lefevere, A. (2014). *Translation, a sourcebook*. London; New York: Routledge.
- [17] Najmabadi, A. (2010). *Women with mustaches and men without beards gender and sexual anxieties of Iranian modernity*. Berkeley, CA: Univ. of California Press.
- [18] Shafiy, M. (2018). In *Kimiyaye Hasti*. Tehran: Sokhan Publication.
- [19] Sham ĩa, S. (2002). *Pedophilia in the Persian Literature*. Tehran: Ferdos.
- [20] Sham ĩa, S. (2007). *The Evolution of Ghazal in the Persian Poetry*. Tehran: Elm Publication.
- [21] Shamisa, S. (2009). *Hāfiz's Notes*. Tehran: Elm Publication.
- [22] Yarshater, Ehsan. (2002). *Hafez.i. An Overview*. *Encyclopedia Iranica*. <http://www.iranicaonline.org/articles/hafez-i>.



Seyed Mohammad Anoosheh is an associate professor of English Language and Literature in Yazd University, Yazd-Iran. Dr. Seyed Mohammad Anoosheh has published near about 20 papers in different journals. He has also translated 3 books and edited 11 books some of which are being taught in universities of Iran.



Mahsa Khalili Jahromi was born in Shiraz, Iran in 1994. She received her bachelor's degree in English Language and Literature from Shiraz University, Shiraz-Iran in 2017. She is currently a graduate student of English language and literature in Yazd University, Yazd-Iran. Her major areas of interest and research include translation studies, comparative literature, cultural studies, and world literature.

An Analysis of Kite's Symbolic Meaning in *The Kite Runner*

Di Chen
Chongqing Normal University, China

Abstract—Marc Forster adapted the novel *The Kite Runner* for a movie which had won an Oscar nomination in 2008. *The Kite Runner* tells a story of two Afghan boys Amir and Hassan. Kite is regarded as a symbolic object throughout the movie. For sure, it plays a significant role to drive the plot. There is something more profound hidden below the surface of story strand. This paper aims to figure out the symbolic meanings of the kite at the social background, interpersonal relationship and humanity level. This way, audience can have a better understanding of this movie.

Index Terms—kite, symbolic meaning, social background, interpersonal relationship, humanity

I. INTRODUCTION

The Kite Runner is the first Afghan novel written in English. It tells a moving story about family, love, friendship, betrayal and redemption which become one of the best-sellers in *New York Times*. *School Library Journal* reviewer Penny Stevens called *The Kite Runner* a beautifully written first novel. As a dark horse, it attracted some producers who have been the partner of DreamWorks. “The challenge invigorates Marc Forster, a filmmaker who in the past has approached his material like he’s examining a specimen from another planet.” (Schwarzbaum, 2008) He is in charge of the film shooting. Millions of audience is deeply touched by this movie. *The Kite Runner* has won an Oscar nomination in 2008 and also lots of other awards.

The first shot of the film was set in a green lake lawn on which people were frolicking. A middle-aged man with curly hair staring at the children playing not far away as if to see some other people through their shadows. He was obviously not a local man. This was the film's hero, Amir from Kabul, Afghanistan. He and his father had been living in San Francisco, California for quite a long time. Amir already had a prominent success on writing through his great effort and lived a happy life with his wife. One day, he received a call from afar. It was his father's friend Rahim Khan speaking. He pleaded with Amir to go to Pakistan to see him for the last time because he got seriously ill and was about to die. This phone allowed Amir recalled his hometown Kabul and also his childhood stories. Amir's father was a wealthy businessman in Kabul. He enjoyed a high reputation at that place. But he hated the Communist Party and the Taliban. Amir had a childhood playmate, called Hassan, son of their servant Ali. In order to get his father's appreciation, Amir took part in the Afghan tradition game, fighting kites. The victory belongs to the one who cut off all the kites except for his own one. And the last severed kite is the booty. Amir won the game. Hassan, as a master of kite runner, volunteered to catch the kite for Amir. Unfortunately, he suffered the insult and paid a heavy price because of this kite. “Amir witnessed the mob’s violence, but he did not come forward. He chose to retreat and made the same mistake again after that. Finally, Amir had to bear a heavy spiritual burden.” (Huang Ying, 2011, p.70) After been through all of this, Amir found himself hard to face Hassan, so he framed Hassan stole his watch. Ali didn’t want Hassan live in the unbearable pain, thus took him away. Amir and his father left Afghanistan after the Soviet invasion. They finally moved to the United States. Amir graduated from university, married a wife, and also became a writer in America. It seemed that he lived a good life, but the childhood memory was a pain that he would never want to touch. Rahim Khan gave a lot of support to Amir on his writing career, so he decided to go to Pakistan to visit Rahim Khan. Rahim Khan told Amir a terrible secret. Hassan turned out to be his brother. Hassan was killed in order to protect Amir’s house and only left his young son Sohrab sojourned in one of Kabul’s orphanage. In order to make up for his mistakes and protect his nephew, Amir returned to the Kabul in turmoil to rescue Sohrab. Amir took Sohrab back to America. He made a lot of effort to see Sohrab happy again. The moment Sohrab smiled, Amir was saved from deep heart.

In the film, kite appears multiple times. Kite plays an essential role in this film as the center symbol or image. Image is the specific representative of sensory images, emotions and thoughts. “The term symbol is applied only to a word or phrase that signifies an object or even which in its term signifies something, or has a range of reference, beyond itself.”(Abrams, 2004, p. 311)Kite in this film pinned a lot of emotions and symbolic meanings. The symbolic meaning is a literary term for when an object is used to represent something else. No matter the kite tournament in the beginning, Hassan suffered misfortune on the way to catch kite in the middle, or accompany Sohrab flying the kite to get spiritual salvation at the end of the movie, kite is a symbolic object throughout the movie. Undoubtedly, kite as an important film image has multiple significant symbolic meanings.

II. KITE'S SYMBOLIC MEANING AT THE SOCIAL BACKGROUND LEVEL

In the film, Amir trapped in childhood memories because of Rahim Khan's phone call. The first act of Amir's memory was Hassan and he looked at a group of children fighting kites. Once a kite was cut off, all the children scrambled to chase the symbolic victory kite. Thus, kite fighting occupied an important position whether in adults' or in children's lives.

Kite fighting is a traditional activity in Afghanistan. The old and the young, the contestants and the watchers constantly look forward to the annual competition, which brings them great joy and fun. It is more like children's essential grown up rite. The game is absolutely the highlight of the cold season. This tournament is the game belongs to the brave in such a cold weather and strong winds. "In Kabul, people take a kite fighting game as a tough war. The sky is fighter's battlefield, and the kite is soldier's weapon to defeat the enemy. The process of making kites is like building weapons." (Wang Jianrong, 2009, p.92) The kite fighting game's viewers are even more excited than competitors. They stand on the street and the roof to cheer for the kids. As for the participants, their goal is to cut off other people's kite. The final winner wins all the cheers. And that finally severed kite is the prize of victory. In Afghanistan, the kite is a symbol of courage and honor.

Turnover the history of Afghanistan, the war has never subsided. The film showed us a rich historical background, the Soviet invasion of civil war, the Taliban wield power, Hazaras and Pashtuns tensions. Although the beginning of the film showed a peaceful Kabul with the children chasing in the street, vendors selling in the street etc., but audience could still see the dark side underneath this peaceful society. It was the quiet before the war. After Soviet invasion in Afghanistan, the Taliban took over the government and manufactured many strict rules. They banned the custom of kite fighting. Just like a kite was not free flying in the sky now, the brave spirit of this nation had been slaughtered. Before the invasion, people held kite fighting tournament to show the world that they were a brave nation. Winning a kite contest was the symbol of a brave man. Kite flying in the sky recklessly and also flying everyone's dream at the same time. Kite symbolized freedom and courage.

III. KITE'S SYMBOLIC MEANING AT THE INTERPERSONAL RELATIONSHIP LEVEL

Interpersonal relationships are often complex and inseparable. The relationship between several characters in this film is complex and inseparable too. This paper will simply analyze the relationship of Amir and his father, Amir and Hassan through their relation with the kite.

A. *Kite and Amir's Father*

The effect of Amir's father in his life was critical. Half a lifetime of Amir was in the chasing of the recognition from his father. Father was a prominent local businessman in Kabul. He frequently made donations to build orphanage in Kabul, but the government carved out most of the donations. He had a distinctive political view and never changed his mind because of others. Audience could clearly see his disgust for the Taliban and the Communist Party. This was also the reason why he was afraid of being persecuted after the Soviet invasion. He escaped from Afghanistan with Amir the night Soviet soldier entered the city. At last, he turned into a flea market hawker from a wealthy business man. Amir's father was also a righteous people. On the way to Pakistan, he confronted a Russian soldier in order to protect a woman from insulting. What he did was admirable. It could be seen from the story that Amir's father's attitudes and feelings toward his son were complicated. He believed Amir had no guts and would not win credit for himself. Father afraid that Amir would never come forward for others and what happened next proved this point. People could easily tell from the plot that Amir's father seemed more like Hassan. He always praised Hassan's smart and brave in front of other people. Father did not support Amir engaged in writing too. But people could also feel his expectations and pay in silence on Amir's career. Before leaving Afghanistan, father told Rahim Khan that he wanted to find the best place for Amir. These words showed his love of Amir. On the way to Pakistan, father kept telling Amir not be afraid and he will always at his side. Amir's father wanted him to become a doctor after he graduated from college. However, Amir preferred to continue writing. Thus they played a disagreement. Even so, Amir's father was proud of what his son did and quietly supported him. He even helped Amir to win a happy marriage.

Amir always thought his father hated him because it was he who caused his mother's death on the process of delivery. Father had treated Amir in a harsh and cold way, so Amir had been living in a lack of maternal love and fatherly love environment. The only support and care he got were from Hassan and Rahim Khan. In most of days, Amir paid to his father the same respect he would have offered to gold. Amir felt confused, and he tried all his effort to get his father's notice and approval. "In the social jungle of human existence, there is no feeling of being alive without a sense of ego identity." (Erikson, 1963, p.216) What he wanted was just integrating into his own family. Kite was the intersection as thin as paper between them. Father repeatedly demonstrated his expectation on Amir won the kite fighting tournament. He said proudly that he had ever won the first prize and cut off 14 kites one year. No one could break his records so far. Amir wanted to prove himself in front of his father and gained father's appreciation and recognition by winning the kite fighting tournament. With Hassan's help, Amir finally laid the last one kite. Father praised him joyfully. Thanks to the game, their relationship became closer. Kite pinned his father's love and expectations for Amir. It also contained Amir's pursuit and longing for paternal love.

B. *Kite and the Relationship between Amir and Hassan*

Amir and Hassan were living in emotional entanglements all their lives. They were friends, but also had the master-servant relationship. They crossed racial, religious segments of society, became each other's best friend; social status, religion and ethnicity also hinder them to become each other's best friend. Anyway, they spent the good old days of childhood together. Hassan accompanied him to play cards, to do things he did not like and to watch their favorite movies. They even could say the movie lines out together. Amir sent a slingshot to Hassan as a gift on Hassan's birthday. He said an interesting word "if you're going to be my bodyguard, you need a proper weapon (Marc Forster, 2007)". It was hard to tell what these words meant. He regarded Hassan as his friend or just a bodyguard. Amir once carved their names on a pomegranate tree. Their names will always be there as time goes by. They liked sitting on a rock next to the tree with Amir reading stories for Hassan. It seemed that the friendship between them was simple, but it casted a shadow because of Amir's jealousy on Hassan.

Kite plays an important role in the relationship between Amir and Hassan. In the film, Hassan will run after the kites laid by other kids with Amir. Kites are indispensable in their lives. To help Amir to get his father's appreciation, Hassan encouraged Amir to participate in kite fighting competition and spontaneous as his assistant. He not only taught him the skill to win the game, but also volunteered to catch the kite laid by Amir. Kite became the blasting fuse of their relationship's breaking down soon. At Hassan's birthday, Amir's father specially took Hassan to buy kite, and even let him instead of Amir to seat on the front of his car. This caused Amir's jealousy. It may also because of this jealousy that Amir chose to run away when Hassan was obscene on the way to find kite for him. Hassan even was framed by Amir after suffered this misfortune. Undoubtedly, the most solid friendships may also be ruptured because of jealousy. However, Hassan let people believe that although sometimes we are weak in the presence of friendship, there are always good people going for the kite for us. He will always defend the mutual friendship bravely even in the face of the most terrible disaster and effort to give more positive interpretation of their friendship. He let people believe that selfless spirit and wonderful are still there and enable us have the courage to be the kite runner. Like kite is attached by a line forever, the bond between Amir and Hassan will never be cut off even if they experienced a variety of emotional ups and downs.

IV. KITE'S SYMBOLIC MEANING AT HUMANITY LEVEL

At first glance of the film, people will consider Amir and Hassan as innocent and carefree children. However, with the deepening of the movie, you'll find Amir and Hassan has a distinct character. Amir is a Sunni Muslim Pashtuns. He has extraordinary intelligence but weak in character; Hassan is a Shiite Muslim and oppressed Hazaras. He is illiterate but brave and honest. Amir's father says in the movie that Amir never fight back when he is bullied by the neighbor kids. Hassan protects him at that time. The cowardice of Amir's disposition can also be seen from his action when Hassan is humiliated. Amir lives in a good family and well educated, so his school work is very prominent. Finally he becomes a writer. In contrast, audience can see Hassan's confidence, courage and loyalty everywhere in the film. He is a very outstanding kite runner and can always find the exact location of where the kite falls. Amir once asked Hassan why he knew where to find the kite. He just answered "I know" and his face still wore a confident smile. On one occasion, Hassan and Amir were blocked by Assef and his companions in the street. Brave Hassan only used a slingshot and his momentum scared away their enemies. Amir had ever written a story about a man find a magic cup. His tears will turn to pearls if he weeps in the cup. At the end of the story, he was sitting on a mountain of pearls with a bloody knife in his hand and his dead wife in his arms. Hassan said "why he can't just smell an onion (Marc Forster, 2007)" after he heard the story. Thus, Hassan is a kind-hearted and thoughtful people.

A. *Kite and Hassan's Loyalty*

Hassan showed us his loyalty to Amir everywhere in the film. Hassan said "I'd rather eat dirt" (Marc Forster, 2007) than lie to Amir. From such a brief word, audience could clearly see Hassan's trust in Amir. He was just like the soul mate of Amir. He accompanied Amir to do the things he wanted, supported Amir's writing, protected him when he was in danger and shared Amir's pain and joy of life. Hassan gave up the chance to win the first prize in the kite contest and quietly helped Amir in the game. After Amir cut off the last kite, he cheered and caught the kite for him. Amir turned around and said "for you, a thousand times over" (Marc Forster, 2007) before he disappeared from everyone's sight. Hassan was helpless when he came across Assef on the way. Assef forced Hassan to hand over that blue kite which was the symbolism of honor. Hassan didn't allow anyone to rob it. He just answered "Amir and I are friends" (Marc Forster, 2007) when their friendship was doubted by Assef. This angered Assef and caused his misfortune. Even so, he did not blame Amir. There was such a scenario in the movie. Hassan held a book and read it next to the pomegranate tree. He smiled and said "I'd rather hear one of your stories" (Marc Forster, 2007) when Amir found him. Amir picked the pomegranate up on the ground and threw it to Hassan because he felt angry about Hassan's attitude toward him. Hassan did not escape; just stand there and let Amir express his anger. Eventually he wiped the pomegranate on his own face and left lonely. Hassan even admitted everything in order to protect Amir after Amir framed him stole his watch. The saddest part of it all was that Hassan was died because he refused to hand over the house. He was executed by Taliban in the street. Sometimes, the loyalty of Hassan even made audience feel angry and unfair. Hassan was a slave by birth. The servility had rooted in his heart. But people believed that everything he did was because he took Amir as the only

friend. He ran that kite was not only the loyalty to his master, but also to their friendship. The phrase “for you, a thousand times over” echoed in everyone's ears and refused to go after the movie. The kite was the most powerful representative of his loyalty to Amir.

B. Kite and Amir's Self-salvation

“The so-called spiritual salvation is actually two stages. One is the painful self-examination stage. Another stage is use action to achieve salvation. Only after fully aware of one's wrong actions, will he have spiritual salvation behavior and action.” (Wang Juan, 2013, p.36) Admit it or not, most people have dark side in human nature. You will be sure of this point of view after saw Amir's actions at his young age. Amir became jealous when father showed his care about Hassan. Amir's jealousy and cowardice caused Hassan's misfortune. He betrayed their friendship and his most loyal servant. Amir's jealousy and betrayal entangled himself in nightmare for years.

Rahim Khan told Amir “It's a very bad time, but you should come home. There is a way to be good again. (Marc Forster, 2007)” Amir began the soul redemption the moment he stepped on the road to Pakistan. He heard of Hassan's death from Rahim Khan. Hassan and his wife were killed by Taliban. Hassan had a son called Sohrab. He also knew a bombshell that Hassan was his brother. Amir read a letter which Hassan wrote before he died. Hassan expressed his yearn for Amir and the happiness childhood time they spent together. He longing for the peace reappears in Kabul and Sohrab grow up to be a free good man. Eventually, Amir risked his life to rescue his nephew Sohrab in turbulent Afghanistan. He had been able to frankly face the past at this point when he called his wife and told the story between Hassan and him. Sohrab was taken away by Assef before Amir arrived at that orphanage. Amir did not flinch this time. He suffered kicks and blow to save Sohrab. His heart was free and relaxes at that moment because he did what he didn't do at his childhood. Amir did everything he can to make Sohrab happy as the compensation for Hassan after he returned to America with Sohrab. Amir took Sohrab outside to fly a kite and he held the coil for him just as Hassan did before. When the kite was cut off, a smile emerged on autistic Sohrab's face. Amirs laughed and help Sohrab to catch the fallen kite. He said “for you, a thousand times over” before he ran off. The guilt imprisoned Amir 26 years finally disappeared. He finally completed the salvation of his soul. After a long journey of growth, middle-aged Amir has grown up and become a real man.

The symbolic meaning of the kite is a metaphor of the protagonist probed into the spiritual redemption. The story begins with kite and also ends with kite. The good side of Amir's humanity has returned and this let every viewer see the hope of our lives. Therefore, chasing kite also means the quest for good humanity. Perhaps everyone has this kind of knot and a “kite” of old life. One can find “a way to be good again” just to be honest and kind-hearted to others.

V. CONCLUSION

Kite is just an object can be seen everywhere in our life, but in the film it is given a profound meaning. In Kabul, the kite in every child's heart is like dreams. Kites' flying in the sky freely are like children's chasing their dreams. Meanwhile, the people in Kabul hold kite fighting competition means they are brave. Kite in the film pins Amir's father's love and expectations for Amir. It also contains Amir's pursuit for identification. A kite is just like a miniature of relationship between Amir and Hassan. Generally speaking, the kite in the movie symbolizes freedom, courage, hope, betrayal, redemption and the child's desire to paternal love. Audience can see quite a lot thought-provoking things from the simple plot by reviewing the movie. People all make mistakes in lives. What everyone needs to do is to face the past and make up for mistakes as much as possible to get salvation of the soul. In the movie, kite runner can be Amir, Hassan or every child in Kabul. Hassan is chasing the kite of loyalty. Amir is chasing the kite of redemption. But outside the film, everyone can be kite runner. Different people have different things to run for. However, people do not need to know where the kite will go. It will be there as long as you give it all your heart.

REFERENCES

- [1] Abrams, M. H. A. (2004). *A Glossary of Literary Terms*. Beijing: Foreign Language Teaching and Research Press.
- [2] Erikson, Eric. (1963). *Childhood and Society*. New York: W. W. Norton & Company.
- [3] Forster, Marc (Director). (2007). *The Kite Runner* (Film). Dream Works.
- [4] Huang Ying. (2011). Echoed images and cultural metaphor in *The Kite Runner*. *Journal of Nanjing University of Posts and Telecommunications (Social Science)*. Vol.13. No.4.70-74.
- [5] Schwarzbaum, Lisa. (2008). The kite runner review. *Entertainment Weekly*. <http://www.ew.com/ew/article/0,,20165800,00.html> (accessed 3/26/2018)
- [6] Stevens, Penny. (2003). Review of the Kite Runner. *School Library Journal*. Vol. 49 .p171.
- [7] Wang Juan. (2013). The spiritual salvation of “the Kite Runner” in foreign literature. *Journal of Nanchang College of Education*. Vol.28. No.9. 36-38.
- [8] Wang Jianrong. (2009). An Analysis of the Kite Image in *The Kite Runner*. *Journal of Beijing Jiaotong University (Social Sciences Edition)*. Vol.8. No.2. 91-93.

Di Chen was born in Sichuan, China in 1992. She received her bachelor's degree in English Education from Chongqing Normal University, China in 2014.

She is currently pursuing her M.Ed degree in Chongqing Normal University, Chongqing, China. Her research is mainly focused on EFL teaching.

A Study of Internet Chinglish under the Framework of Memetics and Its Development

Yuehua Lu

School of Foreign Languages and Cultures, Shanghai University of Political Science and Law, China

Abstract—Internet Chinglish, a product of the integration of the Internet and Chinese culture, is the most popular form of Chinglish in present-day China. The present paper has conducted a detailed study of Internet Chinglish, distinguishing it from China English, exploring the characteristics and the causes of its popularity from the perspective of Memetics, and making a prediction that Chinglish, if satisfying certain conditions, may transform to China English.

Index Terms—internet Chinglish, China English, memetics, meme, cross-cultural communication

I. INTRODUCTION

Thanks to the means of modern transportation and communication, the whole world community appears to be no more than a large global village, where the residents come together with different cultural backgrounds and values. Meanwhile, with the acceleration of globalization, more and more people are learning and using English. Compared with other nations, China boasts the largest number of English learners. In real-time network communication, some people, influenced by Chinese thinking mode and Chinese culture, also, owing to the lack of vocabulary or poor command of the English grammar, tend to use some expressions in English that are semantically ill-formed or incompatible with English culture, such as “stupig”, “no three no four”, “as far as you go to die” and so on. Such expressions are called Internet Chinglish. As a matter of fact, in recent years Chinglish is so popular that sometimes foreign media even use some Chinglish in the reports about China, in the hope of making their reports more vivid and appealing. The present paper, by taking Memetics as its theoretical foundation, carries out a detailed analysis of the characteristics and causes of Internet Chinglish, and makes a bold prediction of its developing trend.

II. CHINGLISH VS. CHINA ENGLISH

To better understand Chinglish, firstly we need to make clear what China English (中国英语) is.

A. Definition of China English

As we all know, with the increasing number of people speaking English all over the world, it is inevitable that the English language has become diversified, that is, there are all kinds of varieties of English. China English is one of the English varieties with Chinese cultural characteristics, which can be regarded as comparable with the standard English.

In China, it is Ge Chuangui (1980), a famous linguist, who puts forward the concept of “China English”. According to Prof. Ge, anyone other than English, should use the English language in accordance with the idiomatic usage of the English nation. However, as each nation has some unique features, there are some special things that need to be expressed when speaking or writing English. China is of no exception. Therefore, China English is an objective existence. Later, more scholars have devoted themselves into the study of China English and made great contributions.

Wang Rongpei (1991), a famous translator in China, defines China English as a kind of English with standard English as its core and Chinese features, which is uniquely used by Chinese people in China.

Another scholar, Li Wenzhong (1993) disagrees to Wang’s definition, as he thinks the use of China English is not restricted to China’s native land. Prof. Li offers his definition like this: China English is an English variety that has Normative English as its core. It expresses social or cultural matters specific in China in the form of lexicons, syntax and discourse by means of transliteration, loan translation, and semantic regeneration (p.19).

The above arguments, though slightly different with each other, convey the same message that China English is a member of the family of the English language influenced by Chinese thinking modes and Chinese culture. It is difficult or even impossible to find the exact English equivalents to those China English expressions. For example, “tie fan wan” (铁饭碗) is translated as “iron rice-bowl”; “yi guo liang zhi” (一国两制) is translated as “one country, two systems”. As for some unique cultural terms, they can only be expressed by transliteration, such as “kowitz” (叩头), “yamen” (衙门), “bai hua wen” (白话文) and so on.

B. Definition of Chinglish

Chinglish, known in Chinese as “zhong shi ying yu” (中式英语), is a portmanteau of Chinese and English. As a matter of fact, Chinglish has a long history, as early as when Chinese people began to learn English. Researchers have

noticed the existence of Chinglish and conducted numerous studies of it. Owing to the unsystematic and unsteady nature of Chinglish, scholars differ in their definitions and interpretations of Chinglish.

Deng Yanchang regards Chinglish as speech or writing in English that shows the interference of Chinese (Du & Jiang, 2001). Some expressions are just word-for-word translation from Chinese, which do not conform to standard English usage. To understand Chinglish may not be a problem, but they are unacceptable to native speakers, because although they may be correct in grammar, the choice of words is beyond their comprehension.

Li Wenzhong (1993) defines Chinglish as a kind of misshaped English. The English learners or users in China, arbitrarily or intentionally apply the Chinese grammatical rules and idiomatic expressions to the English expressions, leading to misunderstanding among speakers (p.1).

Having been working in China as a translator for a long period of time, Pinkam (1998) points out that Chinglish is that misshapen, hybrid language that is neither English nor Chinese, but might be described as “English with Chinese characteristics”.

From the above mentioned definitions, we may draw a conclusion that Chinglish is not a kind of standard but deformed English, which is shaped by the Chinese thinking mode and the influence of mother tongue. There are some examples. The Chinese idiom “bu san bu si” (不三不四) means “indecent, dubious” in English, but some people use the Chinglish “no three no four”, which, if put in an English context, means “If there is no three, there is no four”. As you can see, it is totally different from the original meaning. Take a look at another example: “gei ni dian yan se kan kan” (给你点颜色看看) actually means “to teach you a lesson” in English, but some people use the Chinglish “give you a little color see see”, which is weird, incomprehensible and unacceptable to English native speakers.

Internet Chinglish is part of Chinglish, which originates from and spread widely on the Internet. To probe into the reason of the popularity of Internet Chinglish, first of all we need to introduce the theory of Memetics.

III. THEORETICAL FOUNDATIONS

A. *The Definition of Meme*

In 1976, a zoologist in Oxford University, Richard Dawkins, published a monograph named *The Selfish Gene*, in which he put forward a new term “meme”. “Meme” is analogous to “gene”, which is regarded as an element of cultural duplication. According to Dawkins, meme is the kind of thing that plays the same role in the process of transmitting language, ideas, beliefs, and manners as gene does in the process of biological evolution.

Inspired by Dawkin’s theory, Susan Blackmore (1999), one of Dawkin’s students, puts forward in her book *The meme Machine* that the core of memes is to imitate. Things being transmitted through imitation among human beings can be called memes, such as words, idioms, concepts, clothing, architectural styles, virus, religions and so on. Therefore, meme is the basic unit of cultural information transmission, duplicating, spreading and developing information by virtue of imitation.

Memetics, therefore, is a newly-developed theory that aims to explore the social evolution model of cultural information transmission. In the light of Darwin’s Theory of Evolution, memetics also explicates cultural regulations, attempting to expound the general connection of things and the inheritance of culture.

B. *Features of Memes*

Richard Dawkins points out that there are three ways for measuring the quality of memes: fidelity, fecundity and longevity (Xue, 2014, 2015).

The attribute of fidelity means that memes are precisely selected. Languages, religions, and traditional customs can be handed down from generation to generation as a result of the superior fidelity. In the process of the duplication, memes generally retain the essence of previous memes instead of changing completely. The better memes replicate, the more they will remain.

Fecundity, being the most dominating attribute of memes, refers to the fast speed of transmission. The faster the speed is, the wider the scope of spreading is. Memes generate the characteristics of uniformity and disparity after the spread.

Memes can be retained lastingly on paper or in people’s mind, which reveals its attribute of longevity. Longevity of memes is deemed as an essential feature of memes, without which language, culture and thoughts are not able to exist. The longevity of memes is just like the reproduction of life that has been executed through successive generations.

Blackmore points out that memes burden the huge pressure of choices in the process of evolution and there are only a limited number of memes that can be copied successfully from one head to another (Yang, 2007). Therefore, memes are divided into two types, namely, strong memes and weak memes, the former being involved in wide-ranging duplication with little hindrance and full of vitality while the latter being so impotent and unabiding that are easily forgotten by people. Heylighen (1999) holds that the realistic way of being successful memes is to see whether they can satisfy or stand the least of the selection criterion of general formalization.

IV. FORMATION OF INTERNET CHINGLISH UNDER THE FRAMEWORK OF MEMETICS

As is mentioned in the introductory part, Chinglish has become more and more popular on the Internet in China.

Through analyzing a great number of Chinglish words, we've found that the theory of Memetics can well explain the formation of those words.

The first way is affixation, which means to add a prefix or a suffix or even both to the root. For example, the word "ungelivable" is widely accepted by net friends, which expresses an upset feeling that a specific person or a matter failed to live up to the speaker's expectation. As a matter of fact, "geili" is a Chinese word often used by Northeastern residents. The unknown smart netizens borrowed "geili" from Chinese, and then added the suffix "able" to it, making it an adjective "geilivable", meaning being supportive, wonderful or splendid. As the English prefix "un-" conveys the meaning "not", netizens therefore add "un-" to "geilivable", showing the opposite meaning of "geilivable", which expresses a kind of disappointment or disapproval. Through assimilation or duplication, more and more similar words appeared. The following table presents more examples.

Affixes	Word Formation	Words	Meaning
-bility	niu + bility	niubility	awesome, remarkable
-bility	sha + bility	shability	foolish, stupid
-bility	zhuang + bility	zhuangbility	pretentious, artificial
-able	geli + able	geilivable	supportive, wonderful
un; -able	un+kao +able	unkaoable	unreliable
un; -able	un+ding +able	undingable	being unable to stand up
-ache	egg + ache	eggache	boring, incapable

The second way of formation is blending, which means to combine part of one word with part of another word, or part of one word with another complete word. "Chinglish" is a typical example, in which the first part "Chin" is taken from "Chinese" while the rest part "GLISH" is from "English". Therefore, the meaning of "Chinglish" is "English expressed in a Chinese way". The method of blending does not originate from the Internet, but it has been carried forward on the Internet. For example, the Chinglish word "smilence" is combined by "smile" and "silence", meaning "smiling without saying a word". The emergence of such Internet Chinglish keeps close relationship with the hottest issues at present, and the net friends create such words for the sake of ridicule or mockery. There are more examples.

Blended Words	Word Formation	Meaning
antizen	ant +izen (citizen)	College students or migrant workers live together like ants.
Chinsumer	Chin (Chinese) +sumer (consumer)	Chinese consumers who travel abroad and spend money like water
jokarlist	Jok (joker) + arlist (journalist)	It is used to criticize the irresponsible attitude of journalists
sextary	sext +tary (secretary)	It reflects the equivocal relationship between the female secretary and the boss
stupig	stu (stupid) + pig	Being stupid just like a pig
vegeteal	Vege (vegetable) + teal (steal)	A popular online game called "stealing vegetables" in China

There are also some other ways of word formation on the Internet, though not quite popular. For example, the Chinglish word "togayther" was created by embedding "gay" into the word "together", meaning the two homosexual lovers eventually become a couple. Another similar word is "propoority", which embeds "poor" into "property", implying that in face of the high housing price we are all poor people.

Apart from words, there are also Chinglish sentences prevailing on the Internet. Those sentences are merely word-for-word translation, overlooking the order or the collocation of words in standard English and without interpreting anything. Net friends use them to entertain or ridicule in certain conversation context, which might put native English speakers totally in the dark. The following sentences are typical examples.

Chinglish Sentences	Chinese Meaning
No zuo no die.	不作死就不会死。
Give you some color to see see.	给你点颜色看看。
You give me stop!	你给我站住!
We two who and who?	我俩谁跟谁啊!
You can you up.	你行你上啊!
No wind, no waves.	无风不起浪。
Want money, I have none. Want life, I have one.	要钱没有, 要命一条。

V. POSSIBLE CAUSES FOR THE PREVALENCE OF INTERNET CHINGLISH

How can the Internet Chinglish enjoy such a large popularity? Apart from the impact of memes, we assume that it also has something to do with social and cultural factors.

A. Memes Being Responsible for the Replication of Internet Chinglish

We assume that Memetics can account for the extensive transmission of the Internet Chinglish. By means of imitation and duplication, memes inject vitality for the blossom of language. If a language were no longer replicated, it would perish. That's also the case with Internet Chinese. Words, phrases, or sentences of Chinglish that are quickly spread and widely accepted on the Internet are the results of the functions of strong language memes. The Internet Chinglish memes transmit comprehensively as they conform to the three features of memes, namely, fidelity, fecundity and longevity.

Firstly, the Internet, being a new media platform, has a tendency of surpassing traditional media. Meanwhile, the enormous number of netizens have laid the foundation for the spread of the Internet Chinglish, making sure it can be widely spread. For instance, when the word “ungelivable” first appeared on a micro-blog on December 7, 2010, within a couple of hours, it has been transmitted thousands of times. Those net friends not only make clear its pronunciation and meaning in the first time, but also think that if they do not transmit it, they are “ungelivable”. Therefore, you can see the vitality, or to use another word, longevity, is guaranteed.

Secondly, as Internet Chinglish reflects the current social reality, and also because of its unique simplicity and interest, it is warmly welcomed by netizens, making it widely replicated and highly productive. Inspired by the creation of the word “ungelivable”, the netizens made up some other Chinglish words such as “unkaoable”, “undigable” and so on, which has been introduced in the previous section.

Thirdly, as the Internet provides free space for transmitting all kinds of news, the Internet Chinglish is thus created based on those hot issues. Being simple and vivid, the Internet Chinglish memes are easily memorized and widely spread, not only on the internet, but also in off-line life. In our daily life, we often hear people say “ungelivable”, “smilence” and the like, which shows that fidelity is guaranteed.

B. Cross-cultural Communication Accounting for the Creation of Chinglish

With the process of globalization deepening, different cultures are exchanging and integrating with each other. An increasing number of Chinese people, especially youngsters, are eager to know about the outside world. To well understand Western cultures, they have to learn English first. It's a common phenomenon that some young learners are practising English at any time and any place. Moreover, when they are speaking Chinese, they prefer to use some English words now and then. However, as Chinese is the mother tongue of those speakers, it is inevitable that they are more or less influenced by the Chinese mode of thinking and the grammatical rules of the Chinese language. Consequently, a great number of English words and sentences with Chinese characteristics are coined by netizens, some of which are appropriate to the spoken language in real-time online communication, while others of which are created deliberately in articles or reports to ridicule or satirize the reality. The integration of language is so conspicuous that the Internet Chinglish memes are regarded as a new cultural phenomenon. Therefore, the creation of the Internet Chinglish memes has never been ceased.

C. The Internet Providing a Platform for the Spreading of Chinglish

About two decades ago, most common people had no idea what the Internet was and they rarely had chance to make social contacts on the Internet. However, the past decade has witnessed the rapid development of the network, which, as a matter of fact, has entered every household and all walks of life. The distinct platforms like Facebook, Micro-blog, Wechat, QQ etc. are convenient tools for communication. Almost all kinds of things, communicating with friends or clients, doing online shopping, booking airplane or hotel tickets, listening to music, watching movies, to name just a few, can be satisfyingly accomplished through the Internet. The open and free Internet, which is unconstrained and exoteric, provides free space for displaying imagination and innovation, thus paving the way for the propagation of network Chinglish. To put it in other words, the virtual network is the carrier of network Chinglish memes. It is self-evident that the excellence of the network is a necessary medium for the imitation and replication of Chinglish memes. Whenever a sensational event takes place, netizens would coin fashionable network Chinglish words. In addition, the emergence of network Chinglish memes demonstrates swift and forceful power with the upgrading of computers and technology.

VI. THE DEVELOPMENT TREND OF INTERNET CHINGLISH IN THE INFORMATION AGE

The international cultural integration and the prevalence of network culture have brought about Internet Chinglish, the so-called “age product”. The combination of Internet Chinglish and specific culture and times reflects a fact that the earth has become a global village, and all kinds of cultures are infiltrating each other. Chinglish is actually a malformed product of the permeation of English and Chinese culture. Then, with the intrusion of network culture, Internet Chinglish has become more and more popular. Some people may ask: can Chinese people acquire idiomatic English? Where will Internet Chinglish head for? It is more likely that Internet Chinglish will transform to China English.

It is known to all that language is dynamic and changing all the time. A typical example, as a matter of fact, is the English language gradually becoming the dominant language in the world. Kachru, who has made great contributions to the study of India English, claims that India English derives from the hybrid English with Indian characteristics. Similarly, China English is in the expansion circle of the World English, which is being developed and changed in China. As we mentioned in the second section, there is no clear cut between China English and Chinglish, the latter being an inevitable stage in the process of the development and evolution of China English. Therefore, it is justified to

say that the dynamic attribute of language provides the feasibility of Chinglish transforming to China English.

Secondly, seen from the perspective of Second Language Acquisition, Chinglish, though being a kind of hybrid English, is an indispensable stage of acquiring English, which is called by some researchers as an “interlanguage” between Chinese and English. Language learners have already formed a language system of their mother tongue, but in the process of learning a second language, they are sure to be influenced by their native language. However, with the time going by, their acquisition criteria and correct knowledge of English are gradually increased, so are their English learning ability and level. This change will replace the assimilation of mother tongue, and in the end, they will find a balance between their mother tongue and English.

Thirdly, perceived from the angle of cross-cultural communication, when Chinese people communicate with native speakers of English, they should respect their cultural and pragmatic rules; at the same time, native speakers of English should also take Chinese cultural and pragmatic habits into account. This is called empathy, which refers to the ability to look at problems from the perspective of others (Zhang & Zhang, 2014). The application of empathy in cross-cultural communication can achieve better communicative effects. With the deepening of China’s reform and opening-up policy, more and more foreigners come to China. When communicating with westerners, we need try to use more English expressions with Chinese characteristics, encouraging westerners to better understand Chinese culture. If the native speakers of English are more tolerant and give full play to empathy, it is possible that Chinglish would turn into China English.

Although there exist possibilities for Chinglish transforming to China English, there are some prerequisites. Firstly, and most basically, the expressions that are related to Chinese traditional and social life have no exact equivalents in English and therefore cannot be fully understood by native speakers. The second condition is that the transformation of Chinglish into China English needs to be accepted by most native speakers and the official media. Some political lexicons, for example, “three represents” (in Chinese “三个代表”), have been accepted by the western media, though “represent”, originally a verb, is bearing a plural form. This deformed, hybrid Chinglish word is frequently applied in authoritative media, showing that it has been successfully transformed from Chinglish to China English.

With regard to Internet Chinglish, if the expression is a strong meme and can satisfy the previously mentioned two prerequisites, they are more likely to be acknowledged as China English; on the other hand, if it is a weak meme, most probably it will only flourish for a short period of time and then vanish out of the public’s sight.

VII. CONCLUDING REMARKS

The unique form and rich cultural background of the Chinese language is incomparable. Chinese English is an effective way to propagate the Chinese culture as well as the Chinese language, thus improving the international image of China. Chinglish, especially the Internet Chinglish, is a product of this era and is an inevitable stage of the development of China English. For language learners and users, English learning is not only about imitating pronunciation and grasping grammar rules, but is about how to disseminate Chinese culture comprehensively and accurately to the whole world.

REFERENCES

- [1] Blackmore S. (1999). *The Meme Machine*. Oxford: Oxford University Press.
- [2] Dawkins R. (1989). *The Selfish Gene*. Boston: Boston University Press.
- [3] Du R. Q., & Jiang Y. J. (2001). Review on the Study of “China English” in the Past Twenty Years. *Foreign Language Teaching and Research*, (1), 37-41.
- [4] Ge C. G. (1980). On the Translation of Chinese to English. *Translation Correspondence*, (2), 1-8.
- [5] Heylighen F. (1998). *What Makes AMeme Successful? Selection Criteria for Cultural Evolution*. In Ramaekers, Jena, (Eds), *Proceedings Fifteenth International Congress on Cybernetics*.
- [6] Li W. Z. (1993). China English and Chinese English. *Foreign Language Teaching and Research*, (4), 18-24.
- [7] Pinkham J. (2007). *The Translator’s Guide to Chinglish*. Beijing: Foreign Language Teaching and Research Press.
- [8] Wang R. P. (1991). China English Is an Objective Existence. *Journal of PLA University of Foreign Languages*,(1), 1-8.
- [9] Xue J. J. (2014). Internet Chinglish from the Perspective of Memetics. *Journal of Changjiang University*, (7), 108-110.
- [10] Xue J. J. (2015). Analysis of Internet Chinglish from the Perspective of Memetics and Adaptation Theory. *Journal of Anyang Institute of Technology*, (5), 105-107, 111.
- [11] Yang J. (2007). Memetics and News Catchwords. *Shandong Foreign Language Teaching*, (1), 17-21.
- [12] Zhang H., & Zhang X. L. (2014). On Possibility and Feasibility of Chinglish Transforming to Chinese English. *Journal of Nanchang Institute of Technology*, (5), 51-55.

Yuehua Lu was born in Yancheng, China in 1974. She received her PH. D degree in English Language and Literature from Shanghai International Studies University, China in 2018.

She is currently an associate professor in the School of Languages and Cultures, Shanghai University of Political Science and Law, Shanghai, China. Her research interests include Modern Linguistics and English teaching.

Dr. Lu is a member of Translators Association of China.

Investigating the Generic Features of the Sudanese Judicial Precedents

Yasir Mohamed Mohamed Elhassan
Faculty of Languages & Translation, Najran University, Sharourah, KSA

Abstract—This study aims at investigating the Sudanese criminal and civil judicial precedents so as to gain a better understanding of the communicative purposes of each subgenre and the variation in demands across the two subgenres using genre analysis. It adopted the mixed approach, using Maxqda application, to investigate the generic features, the moves, the sub-moves; as well as how problems are solved and decisions arrived at. The investigation shows that the law practitioners should know the intrinsic nature of these judicial precedents by examining their generic features, concepts, functions and approaches. Also, the analysis of the typical generic moves and sub-moves clearly reveals that the judicial precedents across the two subgenres have some overlapping generic structures at all levels. Most of the judicial precedents in the corpus seem to have the typical generic move structures. The analysis of the specific generic move structures reveals slight generic differences of judicial precedents. Finally, there are still evidences of slight variation across the two subgenres at sub-move level.

Index Terms—genre analysis, generic features, moves, discourse analysis

I. INTRODUCTION

Legal language like all specific genre of language is full of words, phrases, clauses and sentences that have particular meanings. Bhatia (1993) explains that his language has a number of distinctive genres depending on the communicative purposes they intend to maintain in different of legal settings such as cases and judgments, (p. 101). Bazerman and Paradis (1991) argue: “*by understanding texts within the professions, we understand how the professions constitute themselves and carry out their work through texts*”(p. 12). Legal cases are considered the most significant part of law for specialists in the legal field whether they are students of law or practicing lawyers because the courts follow their previous judgments within more or less well defined limits. So, if the material facts are the same, the cases must be decided in the same way. Such cases are called precedents and they are regarded as re-usable documents, (Harris, 2007, p. 39). Cases also are used rather than legislative texts and focus is put on their narrative features. They have four communicative purposes: to record all the elements of a trail, to serve as precedents to subsequent cases, as a reminders to be used in class or in a court of law and as illustrations of a certain point of law in law course books, (Bhatia,1993, p. 119).

According to Tiersma (1993), “*Few professions are as concerned with language as is the law*” (p. 113). This idea may help to understand the increasing interest of legal professionals in the study of language, as well as the interest of linguists in the investigation of the language used in legal contexts. The complexity and technicality of the legal language present a challenge to those involved with the education of legal practitioners as well as ordinary people. For this reason, great efforts in the study of legal language have been growing recently. Gibbons (2003) believes that: “*whatever the technique used, the linguist would clarify and make more concrete and explicit the basis for [judicial] deciding, and in some cases might provide useful additional information*” (p. 297). Thus, such language often poses problems for those familiar and unfamiliar with it; and more difficult for non-native English – speaking lawyers. An awareness of some of the typical features of this language can make it easier to understand its texts, (Linder, 2006, p. 31). This study deals with the judicial precedents published in the Sudan Law Journal and Reports (SLJR) between 1956 and 1966 for the first period and between 1998 and 2008 for the second one. Therefore, a number of questions have been raised in investigating this problem:

- 1- What are the generic features of the judicial precedents published in the Sudan Law Journal and Reports (SLJR) in the two periods investigated?
- 2- Are there any significant generic differences between criminal and civil judicial precedents?
- 3- What are the socio-cultural linguistic features that indicate subgenre type in these judicial precedents?

II. LITERATURE REVIEW

Genre analysis has been treated today as an extension and the latest development of the traditional discourse analysis, which is generally well known in the field of Linguistics as a study of language use beyond the sentence boundaries. It expands linguistic analysis from linguistic description to explanation taking into account both the socio-cultural and psycho-linguistic factors. The explanation of this kind of language is of great value to the understanding and construction of professional and academic genres because it reveals both the communicative goals of the discourse

community in question and the individual strategies employed by the members to achieve these goals, (Bhatia, 1993, p. 39).

A. *Moves and Structures in Genre Analysis*

Genre analysis is also an explanation of why language is used differently within specific cultures and a demarcating of this specific language into smaller elements called moves, (Bawarshi and Jo Reiff, 2010, p. 48). A move, to Swales (1981), is a text segment that consists of a package of various linguistic features such as lexicon, syntax, and illocutionary propositions that are responsible for providing the given segment a uniform orientation and signal the content of the discourse, (p. 39). These moves can be inferred through context, but they are mainly examined with reference to their linguistic clues. Besides, a move within a text can be considered any portion of that text that is either written or spoken and achieves a particular function within that text. Moves are considered consequential because while the language of a genre as a whole is useful, the specific language associated with each move must also be considered if a writer is to be wholly accepted by the genre community (Henry and Roseberry, 2001a). The basic principle that underlies genre analysis then is that specific moves and structures within a text can be isolated and examined to discover the structure of certain genres with reference to their allowable move order, move construction, and linguistic features. The ability to identify these key linguistic structures allows for a greater understanding permitting it to be passed on to others outside of the genre in order to help in their understanding and eventual assimilation into the genre, (Grossley, 2007, p. 4). In this study, the move structure of the judicial precedents, namely, identifying the case, establishing facts of the case, arguing the case, and pronouncing judgment, serve as textual marks for move recognition (Bhatia, 1993, p. 127).

B. *The General Characteristics of Legalese*

With reference to its rich historical background, legal English is a most interesting and, at the same time, exceptionally complex legal jargon. Legalese is characterized by its specific grammar and archaic lexicon, as well as its great wordiness, and general fuzziness, (Thorne, 1997, p. 328-330). A number of scholars - (Butt and Castle, 2006), (Crystal, 1970), (Garner, 2002), (Mason, 2016), (Mckay and Charlton, 2005), (Tiersma, 1999) - sum up the main characteristics of legalese as it follows: Unfriendly design and layout; solid blocks of dense text with scarce punctuation, overuse of capitalizations, deficiency of white space and margins, decorative Gothic fonts; specific patterns of reference; using archaic adverbs and referential modifiers which are often imprecise and misleading, avoidance of pronouns; use of shall; often in several distinct meanings within one document; frequent use of passive voice, subjunctive, and nominalization; wordiness; using tautological phrases conjoining words of the same meaning; profusion of foreign and sophisticated vocabulary, especially French and Latin; high level of complexity; alarmingly low results in readability tests; ritual character, great repetitiveness of fixed phrases and ready-made formulas; and general resistance to change. Such characteristics make this legal language to be a disputable area among linguists and law practitioners. They complain a lot about the difficulty of this language and its complexity, (Albahi, 2001, p. 7). That legal Arabic language includes embedding sentences, complex grammatical syntactic structure of sentences and excessive use of passive construction and terms that are rarely used in everyday language of today, (Alhamed, 2000, p. 13). Also, Farghal and Shunnaq (1992) when sum up the main features of legal texts they claim that the sentences of both Arabic and English legal texts are long and complex, (Cited in Shunnaq, 2006).

C. *Judicial Precedents and Their Communicative Purposes*

Judicial precedents are considered as the most important part of a law specialist's reading list whether he/she is a law student or a practicing lawyer. Feak and Reinhart (1990) believe that reading and understanding cases help practitioners to acquire knowledge of an entire area of law, (Cited in Orr, 2002, p. 8). Precedents are important because courts follow their previous judgments within more or less well-defined limits, (Bhatia, 1993, p. 118). Walenn (2009) defines them as: "*the principle whereby judges are required to follow the decisions made in previous cases which have sufficient similarity*" (p. 19). So, a judicial precedent provides stability and consistency within the legal system. Bhatia (1993) considers legal cases, in general, as "*the most potent instrument to train the learner of law in legal reasoning, argumentation and decision*" (p. 19). Accordingly, He assumes four major communicative purposes that legal cases serve:

1. In their full form, they serve as authentic records of past judgments.
2. They also serve as precedents for subsequent cases, and are generally used as evidence in favor of or against a particular line of argument or decision.
3. Cases serve as reminders to legal experts, who use them in their arguments in the classroom or in the court of law.
4. Moreover, they serve as illustrations of certain points of law.

D. *The Structural Interpretation of Judicial Precedents*

The judicial precedent, like each genre, shows a typical cognitive structuring which accounts for the structural interpretation of the case as Bhatia (1993) claims, it has a typical four-move structure, these are: Identifying the Case, Establishing Facts of the Case, Arguing the Case and Pronouncing Judgment, (p. 127). In the structure of the legal case, all these four moves are more or less obligatory. Cases may vary in the amount of detailed information included, and

also in choice of sub-moves, which are not obligatory. The structure depends on the purpose that a particular case is meant to serve., (Bhatia, 1993, p. 136).

III. METHODOLOGY

To investigate the complexity and the variety of these judicial precedents involved in this study, a mixed methods research is required with the support of Maxqda, a qualitative analysis software. The precedents will be closely looked at even at a different - category levels, criminal and civil, to demonstrate if there are any significant variations. This will be done according to a wide range of criteria, such as generic structures of cases, socio-cultural features, rhetorical mapping, etc. as well as how problems are solved and decisions arrived at; following the seven steps of analysis recommended, (Bhatia, 1993, p. 22), (Bhatia, 2004, p. 196).

A. Population and Sampling

The study population consists of 967 legal cases, comprising judicial precedents published between 1956 and 1966 for the first period; and from 1998 to 2008 for the second period. All these judicial precedents published in 22 issues of the SLJR and were collected to represent the study population. Then, 48 cases from the two trends were randomly chosen to give representative sample to the study. The aim was to reach a balanced mix of text types so that the results would cover typical and central aspects of the language and the move structure of the Sudanese judicial precedents.

B. Procedure of Analyzing Text as Genre

To analyze the data obtained, the researcher used Maxqda program, which supports all individuals performing qualitative data analysis, and helps to systematically evaluate and interpret texts. It is also a powerful tool for developing theories and testing the theoretical conclusions of the analysis. It is used in a wide range of academic and non-academic disciplines, <https://www.maxqda.com/>.

The chosen texts of the criminal and civil judicial precedents were analyzed in terms of generic and socio-cultural features, text-patterning and structural organization of a text- following the seven steps of analysis recommended by Bhatia (1993, p. 22; 2004, p. 164): First, place the given genre-text in a situational context in order to arrive at an explanation of the way the genre is conventionally written. Second, research existing literature on the genre in question and discussions of the ideology of the community use that genre. Third, refine the situational / contextual analysis. Fourth, select a corpus. Fifth, examine intertextual and interdiscursive perspectives. Sixth, do an ethnographic analysis of the conceptions of participants. Finally, study its institutional context, (Bawarshi and Jo Reiff, 2010:47).

IV. DATA PRESENTATION, ANALYSIS AND DISCUSSION

A. Data Presentation

The following table 4:1 shows a summary of the data collected from the two subgenres:

TABLE 4:1
SUMMARY OF DATA COLLECTED

Data Item	Data Items No.	Details
Judicial Precedents between 1956 and 1966	24 Judicial Precedents	Words: 25,781
Judicial Precedents between 1998 and 2008	24 Judicial Precedents	28,729
Total	48 Judicial Precedents	54,510

1. The Judicial Precedent Contents

Judicial precedents whether they are civil or criminal are typically presented as narratives that contain real key elements such as, characters, events, choices, actions, problems and issues, and background information about these elements. Therefore, Judicial Precedents may be short as shown in table 4:2, simple or complex, contain a single issue or several issues. Their common factor is that they provide a means for analyzing data, identifying problems and making decisions.

The structure of a judicial precedent depends on the nature of the case and its purpose. Judicial Precedents also vary in terms of the volume and complexity of elements (characters, events, choices, actions, problems, issues and facts). Some Judicial Precedents provide large data; others give little detailed information. Some of them, like short stories, are brief (less than 300 words) others, are more like organizational biographies; novels and trilogies.

2. Judicial Precedent Presentation

The data show that these judicial precedents have a number of common features a cross the two subgenres. First, there is a reference to appendices such as references, medical reports, laboratory reports, registration forms and maps. These are used as documents in judicial precedents a long with court evidence, such as, weapons, clothing, etc. The judge numbers them in the order of their appearance in the judicial precedent. Second, all the judicial precedents include relevant facts; not only events that happened, but also how the people involved perceived them. Judges use a

commentary to point or raise some basic issues or questions. Third, the inclusion, of decisions, adds interest to a judicial precedent and helps crystallizing the professionals' thinking. Finally, there is a published source, the judicial precedents also indicate the source when an entire judicial precedent is based on published material, such as the codes, medical reports, the Sudanese Law Journal and Reports (SLJR), the English precedents and law references. They also use direct quotes from references and former precedents relevant to problems or disputes checked.

3. The Difference between the Criminal and the Civil Cases

Criminal cases are different from civil cases in several ways. For example, civil cases deal with disputes between persons who may be individuals or corporations. The theory is that the state acts as a neutral rule-setter and arbiter, but cases are brought by or on behalf of aggrieved persons who want some sort of remedy for something. On the other hand, criminal cases deal with allegations that people have committed crimes, i.e. forms of behaviour that the state has banned. The criminal cases are usually brought by an agency of the state, although there can also be criminal cases brought privately as private prosecutions. Thus, the fundamental difference is that civil law is private, while criminal law is public. Civil law regulates interactions between individuals (and groups of individuals) whereas a criminal action is brought by the state against the defendant, (Mason , 2016, p. 13).

B. Data Analysis and Discussion

1. The Generic Structures of the Judicial Precedents

a. The Typical Generic Structure of the Judicial Precedents

Most of the judicial precedents in the area investigated have the following moves: First, it is an Opening Paragraph and/or Background Information (Specific Area of Interest/ Context). This an introductory paragraph usually focuses on the whole case as decided in the first instance courts, giving the reader an insight about it, restating the facts and the decisions appealed. Next, the judicial precedent moves on to deal with the detailed Background Information of the legal case as a whole. It gives the reader the name(s), place(s), the situation(s) and a more detailed description of the specific area in an organization in which decision makers are employed. Then, the judicial precedents move to specific problem and/or specific decision. They contain further details about the issue referred to in the context leading to the discussion of specific problems and/or specific decisions. This is followed by presentation of data and then data process which includes Assessing Information, Application of Concepts [Theories] Principles, Giving Opinions and/or Making Assumptions. Finally, the judicial precedents often contain a closing section that takes the reader back to the opening paragraph(s) summing up and closing the problem or the dispute by making a decision.

b. The Typical Generic Structure of Judicial Precedents: Subgenres Realization

The move structure is the same in all judicial precedents, whether they are civil or criminal. However, cases in different disciplines represent different realities with reference to contexts.

2. The Sub-generic Characteristics

This section examines the moves in the two specific subgenres represented in the area investigated to illustrate to what extent these moves vary in frequency and the way they are presented across these two subgenres from one genre.

TABLE 4:2
FREQUENCY OF COMMON GENERIC MOVES IN CIVIL AND CRIMINAL JUDICIAL PRECEDENTS FOR BOTH PERIODS

Common generic move	Criminal 1956-1966%	Civil 1956-66%	Criminal 1998-2008%	Civil 1998-2008%
Background Information	41	23	50	34
Identifying Issues/Problems	9	8	6	7
Presentation of Data	11	29	12	20
Assessing Information	14	11	10	12
Application of CTP (Concepts; Theories, Principles)	8	3	7	5
Making Assumptions	3	6	5	4
Giving Opinions	14	20	10	18
Total	100	100	100	100

It can be seen from Table 4:2, that all the moves are similar; they are somewhat different in terms of frequency and the way they are presented. The criminal subgenre makes more use of Background Information (41%) for the first trend and (50%) for the last trend comparing with the civil subgenre (23%) for the first period and (34%) for the last period.

3. Background Information

Background information as shown in table 4:2, is used more frequently in criminal judicial precedents (41 and 50%) than in civil judicial precedents (23 and 34%). Background Information about people are involved in certain legal problem or dispute , and background information about time of the case when it was claimed before the court :

TABLE 4:3
FREQUENCY OF BACKGROUND INFORMATION SUB-MOVES IN CRIMINAL AND CIVIL PRECEDENTS FOR BOTH PERIODS

Common Generic Move Sub –Move (Step)	Criminal 1956-1966%	Civil 1956-1966%	Criminal 1998-2008%	Civil 1998-2008%
General Background about Case	66	56	64	70
Background Information about People	14	10	13	11
Background Information about Time	20	34	23	19
Total	100	100	100	100

From the table 4:3, it seems that criminal as well as civil judicial precedents in both periods (66, 56, 64 and 70%) put the greatest emphasis on the general background about the case itself, (14, 10, 13 and 11%) on people, and (20, 34, 23 and 19%) on time. So, there are no significant differences among them. The two subgenres put the greatest emphasis on the case because the most important reason for bringing the case to the Supreme Court is to make sure whether the court of the first instance has applied the law correctly or not. Also, both of them put some emphasis on people because the law is a rule of human conduct.

a. Background Information about People

Both, the civil and the criminal judicial precedents appear to be very detailed and specific when giving facts. However, people's names are involved themselves in criminal judicial precedents, particularly during the second period (1998-2008), are often less specific than those in both criminal and civil judicial precedents of the first period (1956-1966). For example, full names and titles such as 'Excellency Mr.' are usually given to judges of the Supreme Court, while accused's name abbreviated, and the description of individuals is often avoided, sometimes with names even left out together. , as for example this extract:

In the Name of Allah, the Most Gracious, the Most Merciful The Supreme Court	
Judges:	Excellency Mr. Dr. Ibrahim Ahmed Othman- the Supreme Court Judge- President Excellency Mr. Abd Allah Alfadil Esie- the Supreme Court Judge- Member Excellency Mr. Ranfi Mohammed Ibrahim-the Supreme Court Judge- Member
Sudan Government vs. M. A. A. et al. SC./ CP/ 390/2004	

This new style of the second period is due to the effects of the Islamic Laws on the Sudanese Legal System and can be compared with the following former style from the first period:

SUDAN GOVERNMENT vs. MARIKA BERE (AC.CP.157-1956)
--

Therefore, the descriptions of people in criminal cases and civil cases are slightly different; where the government is a permanent party in criminal precedents, the dispute, on the other hand, is always between individuals in civil precedents. Regarding background information about places, both judicial precedents subgenres often mention not just the court, judges, advocates and people are involved in dispute, but also the town, road, actual property and premises. The presentation of Time in Background Information would appear to vary between the specificities and the generalities in both subgenres. Time is essential for both subgenres where the acceptance or rejection of a case before all courts based on the time. Both criminal and civil judicial precedents appear, to great extent, to be very detailed when giving facts. The reason is that in law there is a vital need to establish or verify the facts as these may be used for conviction or exoneration, thus there is a need to be specific.

A common feature in any legal case is to identify the problem or issue; table 4:4 shows the frequency of Identifying Issues found in the two subgenres:

TABLE 4:4:
FREQUENCY OF IDENTIFYING ISSUES IN CRIMINAL AND CIVIL JUDICIAL PRECEDENTS IN BOTH PERIODS

Common Generic Move	Criminal 1956-1966%	Civil 1956-1966%	Criminal 1998-2008%	Civil 1998-2008%
Identifying Issues/Problems	8	10	9	8

The results, as seen in table 4:4, indicate that the frequency of the move identifying issue is quite consistent across the two subgenres. Both of them often identify the issues by numbering and listing. Besides, judges always refer to acts, ordinances and laws that must be applied on the disputes sued before them, for instance in this extract:

SUDAN GOVERNMENT v. ALBERT NAHMIAS
AC-CR-REV-21-1961

B. Awadalla J. March 8, 1961: —By authority of the Chief Justice, I see no reason to.. I entirely agree both with the trying magistrate and the judge of the High Court that this case is governed by Rent Restriction Ordinance, s. 15. The argument by the learned advocate for applicant that..... of the English Landlord and Tenant (Rent Control) Act, 1949, and our Rent Restriction Ordinance, s. 15, are entirely different in their wording. The English section says: “A person shall not as a condition of in addition to the rent.” In R. v. Birmingham (West) Rent Tribunal, ex p. Edgebaston Investment Trust [1951] 2 K.B.54, 59, cited by the learned advocate, Hilbery J. said that the word “premium” has a technical meaning and means only...

Expressions such as ‘due under a contract’ ‘plaintiff brought suit’, ‘held’, ‘the contract stated that’, ‘the defendant asked for’, ‘should be litigated’, frequently used in civil precedents, for instance:

AMIN ABDEL MASEEH & SONS v. MANOLI CHADZOGHLOU & SON
AC-APP-13-1962

A promissory note was given by defendant to plaintiff as security for money due under a contract made in Egypt for sale of goods delivered at Port Sudan. The contract stated that the debt was to be paid in Egypt in Egyptian currency and sued upon only in Egypt. Plaintiff resides in Egypt; defendant carries on business in Port Sudan. Plaintiff brought suit on the note against the defendant in Port Sudan. Defendant asked for a stay of proceedings in the Sudan.
Held: Because the transaction between the parties... agreed to themselves that dispute arising there from should be litigated in Egypt..... to try the suit under Civil Justice Ordinance, s. 48...

On the other hand, expressions such as ‘criminal’, ‘arrested’, ‘police’ ‘convicted’, ‘offender’, ‘prisoner’ ... etc., are frequently used in criminal judicial precedents, for instance:

SUDAN GOVERNMENT v. FARAH EL DOUD GOUROUN
HC-CR-REV-283-

...and after making a comparative test with the finger-prints of the habitual offenders deposited in the Criminal Investigation Department, he identified the finger-prints of the prisoner as identical. A proclamation was made and the prisoner was arrested in Kosti and was brought before the Police Magistrate, Khartoum. The prisoner denied the whole thing, and on the evidence of the finger-print expert he was convicted of housebreaking into the three houses.

One of the functions of the law is to sort out the factual material in assessing its legal implications and employing a systematic approach to the question. The law gives people rights and duties. Furthermore, the law is to discourse and punish the disregard of rights. All of these account for the less personal approach in the two subgenres when dealing with issues entirely connected with law such as these judicial precedents. However, criminal precedents give a detailed personal description about the people who involved themselves in the crime, for instance:

SUDAN GOVERNMENT v. F. A. G. A.
MA/GA/Death/3/2008

The Judge Dr. Ibrahim Ahmed Osman: Before Babanousa Criminal Court and during the processing of a crime under S (139) from the Criminal Law 1991 where the accused were the brothers of the convicted F. A. G. A. hereby the application has been brought..... The accused explained that they committed the crime under S (139) against the deceased A. M. G., whom he is the second accused in this due case before us...

It can be seen that not only are personal names used, such as ‘F. A. G. A.’, ‘A. M. G.’ but personal pronouns such as ‘they’, ‘he’ are also used. The court provides a specific factual situation involving the interaction among ‘F. A. G. A’, ‘A. M. G.’ and ‘the two brothers’. The example takes the form of a narrative.

4. Presentation of Data

Data appear to be almost of equal importance in all judicial precedents in the two subgenres, as seen in table 4:5.

TABLE 4:5
FREQUENCY OF PRESENTATION OF DATA IN CRIMINAL AND CIVIL JUDICIAL PRECEDENTS IN BOTH PERIODS

Common Generic Move	Criminal Precedents 1956-1966%	Civil Precedents 1956-1966%	Criminal Precedents 1998-2008%	Civil Precedents 1998-2008%
Frequency	29	25	24	22

However, the ways in which these two subgenres present their data are different, as shown in table 4:6.

TABLE 4:6
FREQUENCY OF SUB-MOVES IN PRESENTATION OF DATA FOR THE TWO SUB- GENRES IN BOTH PERIODS

Common Generic Sub-Move	Criminal Precedents 1956-1966%	Civil Precedents 1956-1966%	Criminal Precedents 1998-2008%	Civil Precedents 1998-2008%
Linear Presentation (Verbal Description)	89	88	91	87
Non-liner Presentation	11	12	9	13
Total	100	100	100	100

Judicial precedents in general use linear format to present their data (89, 88, 91 and 87%) with a total absence of equations/ models/ graphs, and they are completely reliant on general description of the data/ facts. There are slight differences, with reference to subgenres investigated in this study, as it can be seen before.

TABLE 4:7
FREQUENCY OF PRESENTATION OF DATA SUB-MOVES IN CRIMINAL JUDICIAL PRECEDENTS FOR BOTH PERIODS

Common Generic Sub-Move	Criminal Precedents %
General Description of the Data	98
Tables, Estimations, Graphs, Models, Equations and Figures	2
Total	100

Table 4:7 shows that criminal precedents present their data through General Description of the Data (98%). While Tables, Estimations, Graphs, Models, Equations and Figures represent only (2%).

On the other hand, table 4:8 shows the frequency of Presentation of Data Sub-Moves in the civil judicial precedents in the first and the last periods:

TABLE 4:8
FREQUENCY OF PRESENTATION OF DATA SUB-MOVES IN CIVIL JUDICIAL PRECEDENTS FOR BOTH PERIODS

Common Generic Sub-Move	Civil Precedents %
General Description of the Data	89
Tables, Estimations, Graphs, Models, Equations and Figures	11
Total	100

Table 4:8 shows that civil precedents present their data through General Description of the Data (89%) while Tables, Estimations, Graphs, Models, Equations and Figures only represent (11%). Accordingly, judicial precedents, concern with facts whether they are criminal or civil; on the other hand, Tables, Graphs, Models, Equations and Figure help only to illustrate data in case of bringing evidence before a court of law.

5. Assessing Information

Table 4:9 shows a comparison of the frequency of assessing information across the two sub-genres.

TABLE 4:9
FREQUENCY OF ASSESSING INFORMATION IN CIVIL AND CRIMINAL JUDICIAL PRECEDENTS IN BOTH PERIODS

Common Generic Move	Civil Precedents 1956-1966%	Criminal Precedents 1956-1966%	Civil Precedents 1998-2008%	Criminal Precedents 1998-2008%
Assessing Information	6	14	8	12

Criminal precedents come to the fore when assessing information (14 and 12%) comparing with the civil precedents (6 and 8%), as shown in table 4:9. Because facts must be determined and proved beyond reasonable doubt in order to convict. It does this through examining the evidence or the facts presented as they relate to laws already established in criminal judicial precedents.

With expressions such as *“the accused who released according to”*, *“non-sufficient evidence to prove accusation under”*, ; the criminal judicial precedents thus relate to previously established criminal code (public laws) rather than to acts or rights in civil code (private law) assessing information accordingly.

6. Application of Concepts/ Theories/ Principles

When applying Concepts/ Theories/ Principles, as shown in table 4:10, the criminal judicial precedent, (9 and 10%) come to the fore when compared with civil precedents (8 and 8%), as seen in table 4:10. Nevertheless, such differences are not significant; this may be due to the standard of the evidence required for each subgenre.

TABLE 4:10
FREQUENCY OF THE APPLICATION OF CTP IN THE CRIMINAL AND CIVIL JUDICIAL PRECEDENTS IN BOTH PERIODS

Common Generic Move	Criminal Precedents 1956-66%	Civil Precedents 1956-66%	Criminal Precedents 1998-08%	Civil Precedents 1998-08%
Application & CTP (Concepts, Theories, Principles)	9	8	10	8

According to table 4:10, criminal precedents (9 and 10%) do appeal to concepts of morality and principles as established by laws and judicial precedents. Both judicial precedents when making decisions, they depend on specific theories, concepts and principles. Although they have more flexibility comparing with the rigidity of the criminal

judicial precedents, both of them establish their decisions on the base of law. The flexibility of the civil judicial precedents can be seen clearly in contractual transaction where conflicts and disputes can be settled according to the parties' well and the contract itself; however, such settlement must be based on law.

7. Making Assumptions

Table 4:11 shows the frequency of making assumptions across the two subgenres. It indicates that making assumptions is done more frequently in civil precedents (7 and 7%) than in criminal precedents (3 and 4%).

TABLE 4:11
FREQUENCY OF MAKING ASSUMPTIONS IN CRIMINAL AND CIVIL JUDICIAL PRECEDENTS IN BOTH PERIODS

Common Generic Move	Criminal Precedents 1956-66%	Civil Precedents 1956-66%	Criminal Precedents 1998-08%	Civil Precedents 1998-08%
Making assumptions	3	7	4	7

Hence, judge's speech, for example, as evidenced in the Sudan Government vs. Adao Mohamed Adao – MA/TG/645/1999, 'remaining convinced', 'finding himself', 'discovering that' lead, in this criminal precedent, to the assumption that 'finding fresh ideas will become too difficult; therefore, assumptions are often based on the strict rules of some relevant laws such as the criminal law, the criminal procedures and the law of evidence. So, such assumptions are of a more internal nature than, for example, the assumptions in civil precedents which are more flexible. In contrast civil precedents (7 and 7%) draw their assumptions from the performance of specific private laws using expressions such as 'applicant', 'respondent', 'plaintiff', 'defendant', 'civil suit', etc. Any assumptions made by the criminal precedents are seen to be based on strict legal rules and concepts rather than any personal opinions. On the other hand, in civil precedents the assumptions can be based on agreed consent as well as the legal rules and concepts.

8. Giving Opinions

Table 4:12 shows the frequency of giving opinions across the two subgenres. Whereas civil precedents (20 and 19%) and criminal precedents (19 and 18%), all, to some extent, rank similarly in frequencies when giving opinions. Law in general, is less inclined to give opinions because it relies on rules, principles and acts, etc., rather than personal opinion. However, there are slight differences between the two subgenres, criminal precedents (19 and 18%) and civil precedents (20 and 19%). Such differences are due to the procedural variations between the criminal cases and the civil disputes.

TABLE 4:12
FREQUENCY OF GIVING OPINIONS IN CRIMINAL AND CIVIL JUDICIAL PRECEDENTS IN BOTH PERIODS

Common Generic Move	Criminal Precedents 1956-66%	Civil Precedents 1956-66%	Criminal Precedents 1998-08%	Civil Precedents 1998-08%
Giving Opinions	19	20	18	19

a. Giving General Opinions

Table 4:13 indicates the frequency of giving general opinions, making predications and making recommendations in the two subgenres.

TABLE 4:13
FREQUENCY OF SUB-MOVE GIVING OPINIONS IN CRIMINAL AND CIVIL PRECEDENTS IN BOTH PERIODS

Common Generic Sub-Move	Criminal Precedents 1956-66%	Civil Precedents 1956-66%	Criminal Precedents 1998-08%	Civil Precedents 1998-08%
Giving General Opinions	76	87	76	88
Making Predictions	2	11	7	10
Making Recommendations	22	2	17	2
Total	100	100	100	100

Outstanding are civil judicial precedents, use of giving general opinions (87 and 88%) in the two periods as shown in table 4:13 above. This can be explained by the fact that while civil precedents depend on the application of civil law code, it is also an art based on 'gut feeling', i.e., on personal judgmental intuition resulting in opinions always based on the spirit of law, principles of natural equity and justice and experience of an individual judge.

b. Making Predictions

It can be seen that the civil judicial precedents deal with problems that have financial, economical and contractual dimensions. Therefore, the professionals, whether they are judges or lawyers, try to settle disputes or to give strict judgment on the subject matter. Thus, table 4:13 shows that the presence of predictions appears to be important in civil judicial precedents (11 and 10%) comparing with criminal precedents (2 and 7%). The prediction made by civil precedents in the following example is realized by the phrase 'it seems it would be enough if'. In turn, this prediction is based on the question raised by the judge, and causal relationship is realized by the phrase 'But the question whether

such tools, stock, etc., are necessary to enable the judgment debtor to earn his livelihood'. The following civil judicial precedent gives more details:

NICOLA GEORGALIDES v. HASSAB EL RASOUL YOUNIS (AC-Revision-2o-1960)	
A. M. Imam J.:...I think...The question: what is judgment debtor's trade or calling is obviously one of fact. <u>But the question whether such tools, stock, etc., are necessary to enable the judgment debtor to earn his livelihood is a question of law. To make them necessary as such it is not essential that they be directly used in such trade or calling; it seems it would be enough if their use is reasonably incidental to the trade or calling in question... In explaining the meaning of tools... Mulla... states: "This clause should be liberally interpreted..."</u>	

Making predictions is the form of giving opinion used by professionals, which draws on the spirit of law and the considerable efforts of others such as the explanation of the meaning of the word "tools".

c. Basis of Giving Opinions

Table 4:14 displays the basis of giving opinions a cross the two subgenres, clearly indicating that both subgenres, to great extent, are equal when they give opinions. They rely mostly on data, (41 and 40% for criminal precedents, 43 and 41% for civil precedents). It also becomes apparent that when giving opinions, whether (giving) general opinions, making predictions or making recommendations, civil precedents (42 and 40%) and criminal precedents (39 and 40%) rely to a higher degree on concepts, theories and principles than personal opinions which represent (20 and 20%) for criminal precedents while (15 and 19%) for civil precedents, as the following table shows:

TABLE 4:14
FREQUENCY OF BASIS OF GIVING OPINIONS IN CIVIL AND CRIMINAL PRECEDENTS IN BOTH PERIODS

Common Generic Sub-Move	Criminal Precedents 1956-66%	Civil Precedents 1956-66%	Criminal Precedents 1998-08%	Civil Precedents 1998-08%
Based on Data	41	43	40	41
Based on CTP (concepts/ theories/ principles)	39	42	40	40
Based on Personal Opinions	20	15	20	19
Total	100	100	100	100

So, with reference to table 4:14, it can be seen that the criminal judicial precedents give opinions based on CTP. This of course reflects and reveals the nature of the legal genre which relies on principles, concepts and theories established by laws and rules of equity.

C. The Specific Generic Structure of Judicial Precedents

To examine the variation of the common generic structures of judicial precedents a cross the two subgenres, here is an exploration of how precedents of the same genre reveal subtle differences on a micro level, namely the specific generic move structures of criminal judicial precedents and civil judicial precedents.

1. Specific Generic Structure of the Criminal and Civil Precedents

The specific generic structure of the criminal and civil judicial precedents begin with an opening paragraph and/or background information, which contains the background information that sets the scene and often indicates the descriptions for the crime committed or the right alleged. Similar to civil precedents, criminal precedents also conform to the generic structure (opening paragraph- specific problem and/or specific decision- presentation of data- data process- closing) underlying several precedents in the corpus, however; they revealed slight differences

The criminal judicial precedents in the corpus of this study show that a title is given to the precedent before discussing the context for the issue. When discussing the context, the type of background information is very detailed, with the specific facts given both material and non-material. Specific problem and/or specific decision always involves arguing the precedent. Closing involves arriving at a judgment, where as data process is always embedded in the moves of Argument the Precedents and Pronouncing Judgment. After identifying the issue, another case is cited and the rules, principles of statutes relating to the case are stated. Then the facts are analyzed in terms of the cited case as well as the rules, principles and statutes related to the case. Finally an opinion or a judgment is arrived at.

Both criminal and civil judicial precedents have a typical formulaic realization, displaying cognitive structuring which accounts for their structural interpretation. The analysis of the corpus shows that of all the generic moves examined (again not necessarily in the same order), arguing criminal and civil judicial precedents (42%) ranked first, establishing the facts of the precedents (36%) second, pronouncing judgment (18%) third, and identifying the precedent (4%) last.

Move 1: Identifying the Precedent (4%)

All the judicial precedents investigated need to be identified before giving the context for the issue. There is also the need to refer to them-and in the same way- as they are referred to by the professional community for the reason that these precedents are quoted and used as evidence in courtrooms and in many other legal contexts.

Therefore, both civil and criminal judicial precedents have a fairly strict and standard way of giving their titles and very often begin with move 1 identifying the precedent, which comprised 4% of the total generic moves, as shown in this extract:

Mohammed Hamza Gaafar vs. Heirs of Hamad Ata Fadulalh
SC/CC/2095/2007

The above was a title in one of the judicial precedents investigated. It is the convention that the two parties involved in a dispute are written on either side of the word (*versus*) abbreviated in small *vs.* Criminal judicial precedent is different from civil judicial precedent in the way the parties that involved in the case identified. Whereas the first party in the criminal precedents is always the Sudan Government which represents the people of Sudan since the crimes affect the whole community. Therefore, it becomes the first party represented by the prosecutors or attorney general, e.g.

The Sudan government vs. Khalaf Allah Mohammed Ali and Others
SC/Revision/ /2003

Then, the type of precedent explained, the name of the court it was tried in and the date it was reported. However, there is slight difference between the two trends regarding this Move.

Move 2: Opening Paragraph and/or Background information. Context- Establishing the facts (36%)

The two subgenres of judicial precedents provide the context for the issue that sets the scene. The way in which the information is presented and the nature of the information are slightly different between the two subgenres. The criminal and civil judicial precedents put greater emphasis on background information, which stands out as a very distinguished move. In this study, the frequency of establishing the facts in both judicial precedents is (36%), ranking second of all moves, and the information given in judicial precedents seems to be quite important, especially under the common law system where the body of law is based on judicial decisions and customs. This could be explained by the need to establish or verify the facts and to distinguish the material facts relevant to the case. These facts could be used in criminal judicial precedents to convict or to exonerate and in civil judicial precedents to decide which one of the two parties is worth receiving the right alleged before the court. Therefore, both legal material and non-material facts are presented.

The following examples demonstrate that, in order to establish the facts, this move (Establishing the facts) provides much information:

- 1) detailed description of the incident as mentioned before the court of the first instance:

SUDAN GOVERNMENT vs. BARAKIA WAJO
AC-CP-163-1958

Accused and P.W.1 were talking about a Will left by a deceased aunt of theirs whereby she ordained that her unpaid dowry should go to accused's and P.W. 1's nephew. Accused criticized that will and said the dowry ought to have been left for him and his brother (P.W.1) rather than to their nephew, Deceased interfered and said her deceased aunt had the right to leave her dower to whoever she preferred. Accused then resented the garrulousness of deceased and warned her not to talk about wills which are not the concern of a woman. Deceased insisted she had the right to speak on the matter, Whereupon accused, getting enraged by deceased's insistence, suddenly collected a burning log of wood, 20 cms. thick, and holding it with both hands and with all his might, smote the top of the head of who was then sitting in a stool facing him, and thereby smashed her skull and scattered her brain, Deceased died instantaneously.

- 2) a description of people:

GEORGE MIKHALI vs. SALIH MUHSIN EL YAMANI
AC-REV-136-1960

Respondent tenant brought an action for recovery of rent paid against the applicant landlord who at the time was outside the Sudan. The summons to the applicant was served on his agent, who was authorized to collect rent.

- 3) a description of time:

The High Council for Youth and Sport vs. Omer Albakri Abu Haraz and Others
SC/CA/8/2001

The applicant brought this application on 14th January 2001 against the decision issued by the Administrative Supreme Court on 10th January 2001. So, it is accepted because it has been received in the allowed period.

- 4) a description of place:

SUDAN GOVERNMENT vs. ZE1NAB HAMAD MOHAMED
AC-REV-104-1964

MA. Abu Rannat, C.J, June 13, 1964:—On January 3, 1961 at Khartoum two Government cars which were part of the fire brigade fleet collided, and as a result of their collision the plaintiff's son died.

Relevant documents are also included, such as in this example:

AHMED EL BAKHEIT v. SARKIS IZMIRLIAN
HC.CS-538-1957

T. S. Cotran D.J. February 15 1960:—On April 27, 1957, the plaintiff agreed to buy from the defendant a tractor and a plough at a price of £S.1400. The plaintiff paid in cash £S.480 and on May 5 1957, 'he subscribed two promissory notes for £S.480 and £S440 maturing on October 4, 1957, and October 4, 1958 respectively. Later he subscribed two more notes which represented some spares and extra freight which he undertook to pay on account of the goods coming via the Cape due to blockage of the Suez Canal.

It may even include dialogues such as the dialogue between the accused and the judge or the deceased as restated in the following example by the major court:

SUDAN GOVERNMENT v. MARIAKA BERE
AC.CP.157-1956

At his trial on July 7, 1956, accused pleaded not guilty and retracted his confession—this appears on page of the Trial Record. He was convicted by the court under Penal Code, s. 251, and sentenced to death.

These examples show how important facts are in both, criminal and civil judicial precedents. They Strengthen evidence against accused as in criminal judicial precedents or help in weighing the evidences based on burden of proof as it occurs in civil judicial precedents.

Move 3: Specific problem and/or specific decision (detail about the issue)- Arguing the case (42%)

The specific problem and/or decision in a judicial precedent involve arguing the case. This move is incorporated with the move data process. Therefore, after establishing the facts of the precedent, very often the move of arguing the precedent follows, which leads to final move pronouncing judgment, i.e., the conclusion of the argument. This move, comprising the largest percentage (42%) of all generic moves, is the most complex and important one in judicial precedents. As in criminal and civil judicial precedents, before drawing any conclusion, there must be some tools or analyses applied to examine the issue concerned, which appears to be very crucial to the final decision/conclusion of the precedent. When the arguments are put, three sub-moves or steps emerge: Move 3a (Sub-move One): Giving the history of a case (1%), move 3b (Sub-move Two): Presenting arguments (9%), and move 3c (Sub-move Three): Deriving the ratio decidendi (32%).

Move 4: Closing- Pronouncing judgment (18%)

After arguing the case, the judicial precedent proceeds to the move Pronouncing Judgment, which comprises (18%) of all generic moves. The corpus in this study indicates that Move 4 is essential and generally very brief as in this extract:

Sudan Government vs. Musa Ismail and Others
SC/CA/268/1997

Hashim, H. J.:— Accordingly, we see that the decision of the Court of Appeal is hereby set aside and we confirm the decision of the Criminal Court...

The judges use a formulaic form when pronouncing their judgments, for instance:

..... Accordingly, I sentenced/..... In accordance with...../.....this application is allowed.....
.....this application is dismissed...../.....I concur / I agree.....

A close investigation of the generic structure of the criminal and civil judicial precedents displays arguments and counter arguments either from prosecution counsel and defense counsel or from judges at both higher and lower courts. The main emphasis is based on how the decision was reached, for example, how judges develop principles, and how they apply principles to facts.

V. CONCLUSION

This study is based on genre analysis approach to investigate the Sudanese criminal and civil judicial precedents in order to gain a better understanding of the communicative demands of each subgenre and the variation in demands across the two subgenres. The study analyzes the generic features of the Sudanese criminal and civil judicial precedents as well as how problems have been solved and decisions arrived at. The study uses the mixed approach to analyze the corpus and it has come up with the following results:

1. The practitioners, who desire to attain a degree of professionalism, must know the intrinsic nature of the judicial precedents by examining their generic features, concepts, definitions, functions and approaches. All these provide a basis for the function, value, frequency and syntactic realization as well as the specifications of the judicial precedents.

2. The textual perspective of the typical generic moves clearly reveals that the judicial precedents across the two subgenres have some overlapping generic structures at all levels.

3. Most of the judicial precedents investigated seem to have the typical generic move structures as revealed in the analysis. These moves are common in all judicial precedents and appear to be very detailed and specific when giving facts.

4. The Sudanese judicial precedents, in the two periods, rely on a qualitative analysis of legal reasoning and explicit recognition and articulation of a relevant principle of the law or some particular Act.

5. The textual perspective of specific generic move structures reveals slight generic differences. Although the two subgenres seem alike, there are still evidences of slight variation across them at sub-move level. For instance, under the move of Establishing the Facts, different sub-moves appear across the two subgenres.

REFERENCES

- [1] Albahi, M. (2001). Language and Law. <http://www.mmsce.com/stamps.htm> (accessed 17/8/2013).
- [2] Alhamed, A. (2000). Legal Studies. Khartoum: The Sudanese Dar for Publication.
- [3] Bazerman, C. & J. Paradis. (1991). Textual Dynamics of the Professions: Historical and Contemporary Studies of Writing in Professional Communities. USA: The University of Wisconsin Press.
- [4] Bawarshi, A. & M. Jo Reiff. (2010). Genre- An Introduction to History, Theory, Research and Pedagogy. USA: Parlor Press.
- [5] Bhatia, V. K. (2004). Worlds of Written Discourse: A Genre-Based View, London: Continuum International.
- [6] Bhatia, V. K. (1993). Analyzing Genre --Language Use in Professional Settings, London: Longman.
- [7] Butt, P. & R. Castle. (2006). Modern Legal Drafting: A guide to Using Clearer Language. New York: Cambridge University Press.
- [8] Crossly, S. A. (2007). A Chronotopic Approach to Genre Analysis: An Exploratory Study. *English for Specific Purposes*, 26(1) (p.4-24).
- [9] Crystal, D. & D. Davy. (1970). Investigating English Style. London: Longman.
- [10] Feak, C. & S. Reinhart (2002). An ESP Program for Students of Law. In T. Orr (ed.) *English for Specific Purposes*, USA: Teachers of English to Speakers of Other Languages, Inc. (p. 7-23).
- [11] Garber, A. (2004). Discourse Analysis of Directive Texts: The Case of Biblical Law. USA: Indiana Elkhart Press.
- [12] Garner, A. (2002). The Elements of Legal Style. New York: Oxford University Press.
- [13] Gibbons, J. (2003). Review of Cotterill, Janet (Ed.) (2002). Language in the Legal Process. *Forensic Linguistics*, 10.2, (p.297-299).
- [14] Harris, P. (2007). An Introduction to Law. New York: Cambridge University Press.
- [15] Henry, A. & R. Roseberry. (2001a). A Narrow-angled Corpus Analysis of Moves and Strategies of the Genre: 'Letter of Application'. *English for Specific Purposes*, 16, (p.321-337).
- [16] Mason, C. (2016). The Lawyer's English Language. UK: Global Legal English Ltd.
- [17] Maxqda Software. (2010). <https://www.maxqda.com/> (accessed 11/3/2018).
- [18] Mackay, W. & H. Charlton. (2005). Legal English. England: Pearson Education Limited.
- [19] Shunnaq, A. (2006). Difficulties of Sight Interpreting of Islamic Court Texts from Arabic into English. *The Arab Journal for Arts*. Vol. 3 No. 1, p. 1-23.
- [20] Swales, J. (1981). Aspects of Article Introductions. Birmingham, UK: Aston University Languages Study Unit.
- [21] Swales, J. (1981b). The Function of One Type of Participle in Chemistry Text. In L. Selinker, E. Tarone and V. Hanzeli (eds.), *English for Academic and Research Settings*.
- [22] TESOL Journal: Volume 4, December 2011 Published by the Asian EFL Journal Press Asian EFL Journal Press.
- [23] The Sudan Law Journal and Reports: Issues: (from 1956 to 2008). Khartoum. Printing Press of the Judicial Authority.
- [24] Thorne, S. (1997). Mastering Advanced English Language. London: Palgrave.
- [25] Tiersma, P. (1993). Linguistic Issues in the Law. *Lang*, 69, (p.113-137).
- [26] Walenn, J. (2009). English for Law in Higher Education Studies. UK: Garnet Publishing Ltd.



Yasir Mohamed Elhassan was born in Marawi, Sudan in 1967. He received his PhD in Discourse Analysis, from Omdurman Islamic University, Sudan in 2012.

He is currently Assistant Professor in the Faculty of Languages and Translation, Sharourah, at Najran University in KSA. His research interests include Applied Linguistics, Discourse Analysis, Genre Analysis, Legal English and Translation.

Call for Papers and Special Issue Proposals

Aims and Scope

Theory and Practice in Language Studies (TPLS) is a peer-reviewed international journal dedicated to promoting scholarly exchange among teachers and researchers in the field of language studies. The journal is published monthly.

TPLS carries original, full-length articles and short research notes that reflect the latest developments and advances in both theoretical and practical aspects of language teaching and learning. We particularly encourage articles that share an interdisciplinary orientation, articles that bridge the gap between theory and practice, and articles in new and emerging areas of research that reflect the challenges faced today.

Areas of interest include: language education, language teaching methodologies, language acquisition, bilingualism, literacy, language representation, language assessment, language education policies, applied linguistics, as well as language studies and other related disciplines: psychology, linguistics, pragmatics, cognitive science, neuroscience, ethnography, sociolinguistics, sociology, and anthropology, literature, phonetics, phonology, and morphology.

Special Issue Guidelines

Special issues feature specifically aimed and targeted topics of interest contributed by authors responding to a particular Call for Papers or by invitation, edited by guest editor(s). We encourage you to submit proposals for creating special issues in areas that are of interest to the Journal. Preference will be given to proposals that cover some unique aspect of the technology and ones that include subjects that are timely and useful to the readers of the Journal. A Special Issue is typically made of 15 to 30 papers, with each paper 8 to 12 pages of length.

A special issue can also be proposed for selected top papers of a conference/workshop. In this case, the special issue is usually released in association with the committee members of the conference/workshop like general chairs and/or program chairs who are appointed as the Guest Editors of the Special Issue.

The following information should be included as part of the proposal:

- Proposed title for the Special Issue
- Description of the topic area to be focused upon and justification
- Review process for the selection and rejection of papers
- Name, contact, position, affiliation, and biography of the Guest Editor(s)
- List of potential reviewers if available
- Potential authors to the issue if available
- Estimated number of papers to accept to the special issue
- Tentative time-table for the call for papers and reviews, including
 - Submission of extended version
 - Notification of acceptance
 - Final submission due
 - Time to deliver final package to the publisher

If the proposal is for selected papers of a conference/workshop, the following information should be included as part of the proposal as well:

- The name of the conference/workshop, and the URL of the event.
- A brief description of the technical issues that the conference/workshop addresses, highlighting the relevance for the journal.
- A brief description of the event, including: number of submitted and accepted papers, and number of attendees. If these numbers are not yet available, please refer to previous events. First time conference/workshops, please report the estimated figures.
- Publisher and indexing of the conference proceedings.

If a proposal is accepted, the guest editor will be responsible for:

- Preparing the “Call for Papers” to be included on the Journal’s Web site.
- Distribution of the Call for Papers broadly to various mailing lists and sites.
- Getting submissions, arranging review process, making decisions, and carrying out all correspondence with the authors. Authors should be informed the Author Guide.
- Providing us the completed and approved final versions of the papers formatted in the Journal’s style, together with all authors’ contact information.
- Writing a one- or two-page introductory editorial to be published in the Special Issue.

More information is available on the web site at <http://www.academypublication.com/tpls/>

(Contents Continued from Back Cover)

Necessity of ESP (English for Specific Purpose) Courses for Medical and Science Students at Najran University, Saudi Arabia: An Exploratory-cum-remedial Study <i>Mohammad Owais Khan</i>	208
A Study of Metaphorical Culture of “Head” <i>Man Zheng</i>	218
Cultivating the Capabilities of the Marginal Person in Language Study <i>Fei Wei</i>	223
A Mystical Reading of Ḥāfiz’s Translation by Robert Bly and Leonard Lewisohn <i>Seyed Mohammad Anoosheh and Mahsa Khalili Jahromi</i>	230
An Analysis of Kite’s Symbolic Meaning in <i>The Kite Runner</i> <i>Di Chen</i>	238
A Study of Internet Chinglish under the Framework of Memetics and Its Development <i>Yuehua Lu</i>	243
Investigating the Generic Features of the Sudanese Judicial Precedents <i>Yasir Mohamed Mohamed Elhassan</i>	248
