

Theory and Practice in Language Studies

ISSN 1799-2591

Volume 10, Number 8, August 2020

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Posture Verbs in Igbo

Adaobi Ngozi Okoye

Department of Linguistics, Nnamdi Azikiwe University, Awka, Nigeria

Abstract—Studies on posture verbs in other languages suggest that speakers use posture verbs to describe the position of objects thus revealing the varied conceptualization of entities in space among languages. Despite these diverse conceptualizations, the studies have identified the verbs sit; stand and lie as key members of the posture verb class (Newman 2002, Lemmens 2002, Atintono 2012). In the present study, verbs that indicate the positions of entities in space are explored in the Igbo language. The study specifically seeks to identify the members of this verb class, ascertain if there are specific conceptualizations that can affect the posture used within a given context in addition to determining whether the verbs apply to animate and inanimate entities. Data for the study were elicited from native speakers of the Igbo language adapting the Max Plancks picture series for positional verbs comprising series of photographs of objects in specific configurations. Other strategies devised by the researcher also formed sources of data for the study. From the analysis of the collected data, the initial findings of the study show that *nòdụ* ‘sit’, *kwurụ* ‘stand’, *dinà* ‘lie’, *túkvwù* ‘squat’ amongst others constitute Igbo verbs denoting posture. In addition, the study posits multiple verbs for different varieties of the Igbo posture verb *dinà* ‘lie’.

Index Terms—posture verb, entity, conceptualization, Igbo

I. INTRODUCTION

Humans employ diverse postures in the course of their daily routine. This assumption of posture is not restricted to only human but extends to non-human entities. Posture verbs according to Newman (2002) are good candidates for basic level categories of event. Posture verbs are sources of metaphorical extensions and they can be extended to conceptualize existence and location of inanimate objects. Newman (2002) opines that the sitting, standing and lying postures play important roles in our ordinary daily routines. We also engage in different activities while assuming these postures, for instance, one can read and eat while standing, sitting or lying notwithstanding that there are typical postures for specific activities.

In this paper, Igbo verbs denoting postures of entities in space are examined. The study specifically seeks to identify the members of this verb class, ascertain if there are specific conceptualizations that can affect the posture used within a given context in addition to determining whether the verbs apply to animate and inanimate entities. Furthermore, the study attempts to find out if meaning extension can be confirmed for the Igbo verbs that refer to posture.

The rest of the paper is organized as follows: section 2 reviews some works on posture verbs in other languages. Section 3 provides the methodology adopted in the study. Section 4 and its succeeding subsections discuss Igbo posture verbs by exploring Igbo sentences conveying postural senses and the conceptualizations associated with them while section 5 forms the conclusion of the study. The next section goes into the review of some works on posture verbs.

II. STUDIES ON POSTURE VERBS

The human sitting, standing and lying are assumed to form the canonical states which constitute the central meanings of posture verbs. In an effort to show the correlation between the verbs sit, stand and lie, Newman (2002) highlights the spatio-temporal domain, force-dynamics domain, active zone and socio-cultural domains as domains that interact in the characterization of sit, stand and lie. The spatio-temporal domain refers to the overall spatial configuration which presents itself and is maintained through time. Based on this domain, a compact shape is associated with sitting; an upright, vertical, elongation with standing and a horizontal elongation have to do with lying.

The force dynamics refers to the manner in which entities exercise force or are subjected to forces. He suggests that all three states are entered into through brief movements like lowering yourself into a chair or bed for sitting and lying or rising from a chair or bed with regard to standing. The verb however, demonstrates obvious differences with regard to the degree of control needed. There is a little difference from standing (requiring more control) to sitting and lying (requiring least effort). Newman observes that this gradation applies in the reverse order for children. Langacker (1987) proposed the active zone as the salient point which is most directly involved in the interaction of entities or the maintenance of states, Newman submits that the active zone for sit is the buttocks and upper torso. For stand, the legs and torso which assumes a vertical shape form the active zone while for lie the sides and possibly the back are the active zones.

For the socio cultural domain, sitting is a relatively comfortable position, standing allows greater exercise of physical power, vision over a greater distance and is a prerequisite for running, walking. Lying is the least compatible with physical action associated with rest, sleep, sickness and death. Newman also suggests that posture verbs may be

extended to help conceptualize the position of some entities in addition to their functioning as Tense, Aspect or Modality (TAM) markers in some languages. The view of posture verbs being used as TAM markers suggests a tendency towards grammaticalization.

Other studies (Guirardello-Damian (2002), Lemmen (2002), Atintono (2012)) further demonstrate that the prototypical meaning of the verbs sit, stand and lie pertains to the typical position of a human being. These studies in addition confirm that the basic posture verbs (sit, stand, and lie) sometimes express meaning and function that depart from their basic posture senses. For instance Atintono (2012) examines the basic postural meanings and the extended uses of three posture verbs namely *gā* ‘be lying’, *zi* ‘be sitting’ and *ze* ‘be standing’ in Gurene from a cognitive linguistics point of view. The author observes a connection with the native speaker’s conceptualization of the figure and spatial relation and the basic meaning of the verbs. For the extended meanings, Atintono posits that it involves a reflection of how the Gurene speaker categorizes non-human entities based on some related features they share with the human body position. An interesting finding of the study pertains to the Gurene speaker’s conceptualization of entities located on elevated grounds. The author also observes that the speakers conceptualization of such entities block the use of posture verbs but rather instigate the use of different positional verbs that capture both elevated position of the figure and the nature of the ground.

Lemmen (2002) following from a detailed description of the semantic network of Dutch posture verbs submits that the image schematic abstractions motivates the use of the verbs: *zitten*, *staan* and *liggen*. According to Lehmann, *zitten* ‘sit’ conceptualizes posture independence, *staan* ‘stand’ revolves around the idea of canonical vertical position depicting balance while *liggen* ‘lie’ pertains to abstract entities such as problems and emotions.

In a frame-based approach to three German basic posture, Gamerschiag, Petersen and Strobel (2013) observe that the basic German posture verbs *sitzen* ‘sit’, *stehen* ‘stand’ and *liegen* ‘lie’ make reference to information which are perceived through cognitive modules. The authors posit that the analysis of posture verbs reflects the overall approach to the relation between space and language.

Guirardello-Damian (2002) examines the syntax and semantics of posture forms in Trumai with the aim of describing the formal characteristics and detailed semantics of the verb forms. According to the author, Trumai has a set of forms subdivided into two groups: forms linked to the posture of an entity (*la* ‘stand/be standing’, *ahatsi* ‘sit/be sitting’ and *chumuchu* ‘lie/be lying’) and forms linked to the ground and special condition of supports (*tsula* ‘lie in a place that is not the ground’, *mula* ‘be in a closed place’ and *pila* ‘be in a liquid medium’). The study also submits that the Trumai posture verbs have both stative and active interpretation in addition to recognizing ‘stand’ as the only Trumai posture form that can be expressed by means of a nominal and verbal predicate.

Pluger (2011) in a study of the basic uses of the Ngambay posture verbs *si* -l ‘sit’, *arJ* ‘stand’ and *toJ* ‘lie’ submits that the default posture for inanimate entities in Ngambay is *toJ* ‘lie’, animate entities have *si* -l ‘sit’ by default while *arJ* ‘stand’ is used for items which are perceived as long or tall. Pluger further notes that Ngambay posture verbs have stative, eventive and causative uses and observes that adding the progressive auxiliary ‘aw-l’ to a stative posture verb results in an event which describes ‘getting into a posture’.

Reflecting on these submissions from other languages, it appears some kind of peculiarity exists among the posture verb forms. It is in the light of these reflections that the present study which considers the collections in Newman (2002) influential sets to identify the members of the Igbo posture verb class, ascertain if there are specific conceptualizations that can affect the posture used within a given context in addition to determining whether the verbs apply to animate and inanimate entities. Furthermore, the study attempts to find out if meaning extension can be confirmed for the Igbo verbs that refer to posture. The next section provides the methodology adopted in the present study.

III. METHODOLOGY

The data for the present study is elicited from five native speakers of the Igbo language. The Max Planck’s picture series for positional verbs containing sixty-eight locative scenes with objects such as stick, ribbon, rope, ball, beans and bottle are placed on ground elements which include table, tree, tree trunk, tree stump, tree branch, basket and rock was used. The native speakers described the picture series in five different elicitation sections. The dialectal background of the language consultants gave rise to salient differences in the verbs used. The researcher’s intuition as a native speaker as well as spontaneous elicitation from other native speakers was also employed as sources of data for the study. The study adopts Green and Igwe’s tone marking convention. Following this convention, low tone is indicated with a grave accent [·], step tone is marked with a macron [–], the gliding tone is marked with a modifier letter up arrowhead [^] while, the high tone is left unmarked. In section 4 following, the forms showing posture in Igbo are shown

IV. ANIMATE POSTURES

Igbo has forms which convey information concerning the posture of entities in space. Some members of this class include

- 1a kwùru ‘stand’
- b.nòdù ‘sit’
- c.dinà ‘lie’

- d.sekpù 'kneel'
- e.makpù 'lie on the belly'
- f.tukwù 'squat'
- g.hukpù 'bend'
- h. dàbè 'lean'

The semantics of Igbo verbs described as posture verbs in example 1a-g include those verbs whose meanings encode the static position of animate entities (human and animals) or static position of inanimate entities in space.

The forms in 1a-c refer to body postures and give information regarding the orientation of the entity. Kwùrù 'lie' is associated with a vertical elongated position; nòḍụ is typical of a compact position whereas dinà 'lie' has to do with horizontal elongated position. The forms in 1d,f and g represent postures assumed solely by humans while 1e apply to both human and animals.

These verbs referring to bodily posture are shown in the sentential constructs in 2 below

- 2a. Ada nọ n' oche a
Ada sit PREP chair this
Ada is sitting on this chair
- b. Ada nọ-rọ n' oche a
Ada sit-rv(past) PREP chair this
Ada sat on this chair
- c. Ada chọ-rọ i- dina n' oche a
Ada want-rv (past) INF-lie PREP chair this
Ada wanted to lie on this chair
- d. Kwù-rù n' óché à
stand-rv(imp) PREP chair this
stand on this chair

The examples in 2a-d demonstrate the various syntactic forms in which these verbs can be found. 2a is a simple declarative sentence, 1b shows the posture verb occurring with a rv (past) marker, 1c has the infinitival form of lie while 1d shows stand occurring in an imperative construction. One also readily observes that the posture verbs in 2a-c have two semantic arguments which comprise the theme (the located entity) and the location. Example 1d has an understood theme and an obvious location. It is possible to have 2a rendered in a form that slightly modifies the form but not the meaning of the posture verb 'sit'. Example 3 is illustrative of this point

- 3 Ada ɔnọ n' oche a
Ada sit PREP chair this
Ada is sitting on this chair

This form ɔnọ in 3a represents a dialectal variant of sit. This form at a glance appears to have the form of the posture verb dinà 'lie'. However, it is not appropriate to interpret it as such because elsewhere, (as we shall later demonstrate) the shortened form of the verb rendered ɔ reveals semantic interpretations that suggests a departure from dinà 'sit' as the appropriate form of the verb. Out of these forms, kwùrù 'stand', dinà 'lie' and makpù 'can occur with non-human animates while the forms sekpù 'kneel', tukwù 'squat' and hukpù 'bend' are specifically for humans. Nòḍụ 'sit' cuts across the human and non-human entities but with a meaning which departs from the basic posture sense when used with both non-human animate and inanimate entities.

Apart from humans, other animate entities (quadruped, biped) can sit, stand and lie as shown in examples 4 below

- 4a Otu oke ehi kwu n'azu ulo ya
One male cow stand PREPback house his
One male cow stands behind his house
- b. ikwùikwuū nọ n' elu osisi oroma
owl sits PREP top tree orange
An owl is on top of the orange tree
- c. ikwùikwuū nọ ala n' elu osisi oroma
owl sits ground PREP top tree orange
An owl is sitting on top of the orange tree
- d. Nnụnụ ojii ātọ kwụ ñ' ètiti ụzọ
bird black three stand PREP middle road
Three black birds are standing in the middle of the road
- e. Nkitā ahụ di imē dinà ñ'òkpurù ukwù osisi
dog that be pregnant lie PREP beneath tree
The pregnant dog is lying under the tree
- f. Atụrụ ātō tọgbọ n'ụlọ atụrụ
sheep three lie PREP house
Three sheep are lying in the sheep pen

The expression in 4a may not necessarily entail the cow being in a standing position rather it could either mean that the male cow is standing on its four legs or that it is just existing there at the back of the house. The latter sense of 4a represents a case of meaning extension in which case the posture verb is used to conceptualize existence. This claim is further strengthened by the fact that the existential verb *di* 'be' can suffice in place of the posture verb *kwu* 'stand' in example 4a above. The verb *nò* in 4b is more ideal when an owl is just there without necessarily assuming a sitting position typical of humans. This follows from the fact that birds generally do not sit rather they are said to perch which translates to *bèdo* in Igbo. This may be due to the fact that the ground involved is a branch. Again, if one wants to convey the idea of the bird sitting, then example 4c will apply. In examples e and f, we observe two variants of *lie*, the form *dina* applies when the entity is alive while *tògbò* is associated with inanimate entities for instance corpse hence the use of the verb in 4f suggests that the three sheep are lifeless. Other examples illustrating Igbo posture verbs are shown in example 5

5a. *Nkitā makpù n'òkpurù ochē*

Dog lie PREP beneath chair
The dog is lying under the chair

b. *Nkitā dinà n'elu ochē*

Dog lie PREP top chair
The dog is lying on top of the chair

In example 5a, the dog has part of its body usually the abdomen lowered on the ground while in b, the dog is seen as lying on one of its sides.

4.1 Inanimate Postures

Some Igbo posture verbs that apply to inanimate entities are shown in 6 following

6a *yohari* 'dangle'

b. *kpòsa* 'lie in large quantity'

c. *tògbò-lie* (inanimate entity)

d. *ko-* 'hang'

e. *chisa* 'lie'

f. *kpòdo* 'turn upside down/invert (typical of elongated entities)'

g. *kpùdò* 'turn upside down/invert (typical of curved entities)'

The verbs are shown in sentential constructs in 7 below

7a *Osisi ahù tògbò n'elu tebùlù*

Stick DEM lie on top table
That Stick is lying on the table

b. *Nnukwu bọlù àtọ nà obere bọlù ise kpòsà n'elu tebùlù*

Big ball three and small ball five lie on top table
Three big balls and five small balls are lying on the table

c. *Eriri kò n'nkata*

Rope hang in basket
The rope is hanging in the basket

d. *Ala ahu tògbò nkiti*

Land DEM lie fallow
The land is fallow

e. *Ọ hụrụ igòdò a ka o chisà n'elu àkwà*

3SG see-pst key DEM COMP it lie PREP top bed
He/She saw this key lying on the top of the bed

f. *Ederede a kpòdò -rò isi n' àlà*

Write-up DEM inverted -rv head PREP ground
This write-up is inverted

g. *Kpùdò itè ahù n' ala*

Invert pot DEM PREP ground
Invert the pot on the ground

h. *Karama asaà di na òkàtà, ànọ kwù ọtọ, àtọ kpòdo isī n' àlà*

Bottle seven be PREP basket, four stand-up, three invert head PREP ground
Seven bottles are in the basket, four are standing, and three are turned upside down

i. *Karama ahù tògbò nà òkumè*

Bottle DEM lie PREP rock
That bottle is lying on the rock

The verb *tògbò* in 7a suffices for inanimate entities. Figuratively, it may occur with animate entities with a connotation of both lifelessness and helplessness. In example 7b, the figure *bọlù* on the ground and elevated platforms make use of the same verb. This shows that there is no perceived difference in the conceptualization of the same object on different grounds in Igbo thus the ability to use the same verb for the object *bọlù* 'ball'. Example 7c suggests that

the subject assumes a suspended posture typical of inanimate entities. The horizontal orientation of the land in 7d has led to the use of *tògbò* 'lie' in its description. Also observable is the fact that the entity is an inanimate one. Example 7e suggests a situation where the key (supposedly more than one) was seen lying on the bed. To describe the position of the bottle on the table, Igbo uses *kwù* 'stand' and *tògbò* 'lie' subject to the perceived posture assumed by the entity (bottle) but without recourse to the ground. Thus example 7h demonstrates the use of two posture verbs for entities on the same ground assuming different postures. The verb *kwù* 'stand' suffices for the bottles in vertical positions while those that are upturned on the same ground are described with a separate verb. Also notice that due to the perceived vertical orientation of the entity (bottle), the verb *kpòdo* is used to describe posture of the upturned bottles in the basket. The use of *kpòdo* which also (albeit for curved entities) represents inverted posture would result in ungrammaticality here but would suffice for example 7g.

The Igbo posture verb *dò* 'sit/lie' shows an overlap between the spatio-temporal domains of sitting and lying thus both the compact shape associated with sitting and the horizontal elongation for lying suffices in the meaning of the verb as shown in the examples below

8a. *Nwàtá à na à- dọ ọdụ*
Child DEM PROG PRE -sit down
This child is sitting down

b. *Ozu ahụ dọ n' akpàti*
Corpse DEM lie PREP casket
That corpse is lying in the casket

Example 8a represents a case where an infant is sitting thus maintaining a compact shape with the buttocks as the active zone while 8b talks about a corpse lying in the casket and in which case a horizontal elongation is maintained. The ability to use this posture verb in both instances makes its interpretation context –dependent.

The categories of Igbo postures are further summarized in table 1 below

TABLE 1
TABLE OF IGBO POSTURES VERBS

Animate Posture Verb forms		Inanimate Posture Verb forms
Exclusive human postures	Shared human/ animal postures	<i>Chisà</i> 'lie sparingly' <i>kpòsà</i> 'lie in heaps'
<i>Dinà</i> 'lie'	<i>Kwùru</i> 'stand'	<i>Kò</i> 'hang'
<i>Sekpu</i> 'kneel'	<i>nòdu</i> 'sit'	<i>Tògbò</i> 'lie'
<i>Hukpu</i> 'bend'	<i>makpù</i> 'lie on the belly'	<i>Kpùdo</i> 'invert (curved entities)'
<i>Tukwù</i> 'squat'	<i>dàbe</i> 'lean'	<i>Kpòdo</i> 'invert (elongated entities)'
		<i>yòhari</i> 'dangle'

V. CONCLUSION

The present study explores Igbo verbs which are used to describe postures. Humans employ diverse postures in the course of their daily routine. This assumption of posture is not restricted to only human but extends to non-human entities. The verbs *nòdu* 'sit', *kwùru* 'stand', *dinà* 'lie', *tùkwù* 'squat' amongst others constitute Igbo verbs denoting posture.

Some verbs denoting postures apply to both animate and inanimate entities. However, some of these verbs which are used to denote the posture of animates, when applied to inanimate entities reveal figurative usage.

In the Igbo conceptualization of posture, attention is paid to the entities in space and not the ground hence the same entity assuming different postures on the same ground would result in the use of different posture verbs.

The study posits multiple verbs for different varieties of the Igbo posture verb *dinà* 'lie'. These verbs make reference to animate/inanimate contrast in addition to considering the quantity of the entity in space.

The study also reveals that meaning extension applies to Igbo posture verbs. This extension is observed in cases where the verbs convey existential rather than posture sense. It was also the Igbo verb *dò* translates to sit or lie depending on context.

Finally, the study shows that posture verbs in Igbo provide a rich basis for describing entities in space in addition to reflecting diverse conceptualizations of posture senses. These conceptualizations further reflect cross-linguistic assumptions on posture verbs.

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Adaobi Ngozi Okoye is presently a lecturer at the Department of Linguistics, Nnamdi Azikiwe University, Awka, Nigeria.

Parents' Attitudes towards the Implementation of Arabic as an Additional Language in Dubai: An Exploratory Case Study

Reem J. Razem

The British University in Dubai (BUiD), Dubai, UAE

Abstract—As part of the Ministry of Education (MoE) language policies, the UAE government made Arabic language a compulsory subject for non-speakers in all private schools. The UAE government stipulates that private schools must offer a core programme in Arabic as a second language. Thus, non-Arab expatriates are required to study Arabic as an Additional Language (AAL) from Grade 1 to Grade 9. This qualitative case study aims to explore the attitudes of parents towards the implementation of Arabic as an Additional Language (AAL) in one of the private British schools in Dubai, wherein AAL has been rated 'Acceptable'. This exploration is a snapshot of attitudes held by parents as key stakeholders in the triad of school, teachers, and parents' partnership towards the learning and teaching of AAL- whether approving or disapproving of it. It will illuminate some of the arising issues related to potential gaps between the implementation of AAL (practice) and the MoE framework (Theory). Ultimately, this paper aims to uncover challenges and proffer recommendations. To enhance the implementation of AAL in schools, this paper will propose potential parental engagement initiatives that can yield valuable policy decisions.

Index Terms—Arabic language, second language learning, parental attitudes, parental engagement, case study, discourse analysis, educational policy

I. INTRODUCTION

In the UAE, the official language is Arabic, yet the percentage of expatriates who live in Dubai is 91.3% (Dubai Statistics Center, 2016). This demographic imbalance resulted in English language dominance as the Lingua Franca (Randall & Samimi, 2010). This created a deep concern towards Emirati cultural identity especially the loss of mother tongue, Arabic Language (AL). However, the UAE reflects its commitment to preserving and empowering AL to enable it to regain its status. The UAE National Agenda 2021 underlines that "Arabic will re-emerge as a dynamic and vibrant language, expressed everywhere in speech and writing as a living symbol of the nation's progressive Arab-Islamic values" (UAE Vision 2021, 2019).

At the national level, several initiatives were proclaimed to enhance the learning of AL such as the establishment of a dedicated educational facility at Zayed University to promote the teaching and learning of Arabic for non-Arabic speakers (Sambidge, 2012). As part of the Ministry of Education (MoE) language policies, the government made AL a compulsory subject for non-speakers in all private schools (Randall & Samimi, 2010). The UAE government stipulates that private schools must offer a core programme in Arabic as a second language (UAE Government, 2018). Thus, non-Arab expatriates are required to study Arabic as an Additional Language (AAL) from Grade 1 to Grade 9, and schools should provide lessons four times a week (KHDA, 2019) (see Appendix A). The aim of AAL is to enhance "their (expatriates') understanding of the local culture and give them significant opportunities and advantages in later life" (KHDA, 2016). Hence, the learning of AAL can be conducive of cross-cultural understanding and appreciation of the local values, as it could offer better career prospects. Though AAL is not explicitly and officially mentioned as a 'Policy', schools that do not provide it are fined as it is considered a violation under the Executive Council Resolution No. (2) of 2017 (KHDA, 2017). According to Souza and Del Olmo (2019), language policy is what the government does officially through legislation and judicial decisions to determine how languages are used to meet national priorities, hence AAL fits this definition. Thus, this paper will discuss AAL as it pertains to language-related educational policies in the UAE.

Since AAL 'policy' has been imposed in a top-down approach, leading to a sense of disenfranchisement amongst numerous stakeholders, significant challenges arose (Heck, 2009), for example, the need for revamping the Arabic curriculum, providing teacher training opportunities in AAL, motivating students to learn it (Bell, 2016), and the challenge for the majority of expat parents (who do not know any Arabic) was helping their children in learning AAL ("*Arabic in Foreign Private Schools*" na). Moreover, parents voiced their concerns in the media over their children's lack of proficiency after years of learning Arabic in Dubai schools (Clarke, 2016; Ahmed, 2012). This coincided with the KHDA's school inspection reports which revealed that the majority of Dubai schools have reached an 'Acceptable' evaluation in teaching AAL (Knowledge Group, 2016). This highlights a need to explore the reasons behind the shortcomings of implementing AAL in schools.

As the MoE is constantly honing its educational policies to ensure that the programs developed in its schools comply with international standards, MoE has lately devised ‘The 2017 framework for teaching and learning AAL’ (See Appendix B) in private schools and determined three key parameters that reflect language proficiency: functions, context and content, and type and level of text (MoE, 2017). One empirical indicator that MoE has added as a national goal, which measures the progress in Arabic toward the 2021 National Agenda, is to ensure that 90 percent of students in the ninth grade have a proficiency in Arabic (MoE, 2017). Yet, this seems to target Emirati students only and indicate a significant policy gap as there is no specific government targets for the expatriate students.

Although schools, teachers and students are affected by language policies that are implemented, parents are considered the guardians of students, end-users and key stakeholders, and have certain academic expectations for their children. From the review of related literature, it is obvious that the vantage point of parents is rarely studied. In addition, “a bottom-up approach to education reform fosters sustainable and ‘deep’ educational change that is driven by a common social vision among key stakeholders” (Warner & Burton, 2017). According to Fowler (2013) “although students are the direct clients of most policies in education, ...their parents are the indirect, behind-the-scenes clients. The parents become players in the evaluation arena much more frequently than their children do” (p. 255). Therefore, this study will explore the attitudes of parents towards the implementation of AAL.

The main purpose of this qualitative study is to explore the attitudes of parents towards the implementation of AAL (that received a rating of ‘Acceptable’) in one of the private British schools in Dubai. This exploration is a snapshot of attitudes held by parents as key stakeholders in the triad of school, teachers, and parents’ partnership (Sanders & Epstein, 2005) towards the learning and teaching of AAL- whether approving or disapproving of it. It will illuminate some of the arising issues related to potential gaps between the implementation of AAL (practice) and the MoE framework (goals). Ultimately, this paper aims to uncover challenges and formulate recommendations, which are elicited from parents. To enhance the implementation of AAL in schools, this paper will propose potential parental engagement initiatives that can yield valuable policy decisions.

Parents as end-users and key stakeholders are affected by the outcomes of implementing AAL in schools. Hence, the key research question is:

- What are the parents’ attitudes towards the implementation of AAL in a Dubai private school?

The sub-questions that will assist in unpacking and answering the key research question include:

- Do parents’ support the AAL requirement or not and why?
- What roles are parents playing -if any- in supporting the teaching and learning of AAL?

The data collection instrument used in the qualitative study is in depth semi-structured interviews. To answer the research questions and achieve their objectives, this paper will analyse and interpret collected data, discuss and report findings and their implications, and finally conclude with recommendations elicited from parents’ views.

Given the recent announcement of His Highness Sheikh Mohammed Bin Rashid Al Maktoum: “We have a national agenda for Arabic language, and we have issued directives to work further through studies and initiatives to cement the Arabic language as a language of life” (“Emirates 24/7,” 2018), this paper is considered timely. In addition, this research will explore a perspective that is under researched, given the dearth of scholarly research on expatriate parents’ attitudes of AL learning matters in the UAE and the Arab world. Furthermore, AAL implementation faces many challenges and the KHDA inspection reports allude to the need to enhance the teaching and learning of AAL in schools since students are not attaining expected proficiency levels according to the MoE framework. Therefore, exploring parents’ attitudes will bring insight into what they think works and what is needed for AAL to work. This will contribute to the existing literature and provide original insights from a different vantage point. While this study is contextualised within the context of Dubai school system, it could have resonance for many expatriates living in the UAE and GCC.

For the purpose of better exploring parental attitudes, an overview of three related conceptual frameworks is presented. These include: parental engagement and second language learning motivation, heritage and non-heritage learners, and language attitudes.

A. Parental Engagement and Second Language Learning Motivation

The notion of parental engagement, involvement or encouragement is perceived as multifaceted and multidimensional in nature. This aligns with Fan and Chen’s (2001) definition of ‘parental involvement’ which comprises five dimensions: educational expectation/aspiration for children, communication with children about school-related matters, parental supervision, parental participation in school activities, and general parent involvement. From their meta-analysis study that scanned the literature on parental involvement and academic achievement, the scholars concluded that a positive influence of parental involvement impacts students’ academic achievement and parental expectation/aspiration for their children’s education achievement as it also shows the strongest relationship with students’ academic achievement. Likewise, Gardner (2010) posits in his Motivation battery, the ‘Parental Attitude Model’, in which parents play a crucial role whether actively or passively in influencing their children’s motivation to learn a Second Language (L2), either encourage or discourage. Similarly, Dornyei (2005) conceptualized the L2 Motivational Self-System and included ‘Parents’ Influence’ as a factor that impacts learners’ motivation to learn languages. The seminal research of the aforementioned scholars resonates strongly with the purpose of this study and

the need to illuminate parental involvement as a factor that impacts students' language learning motivation and achievement in AAL within the context of Dubai.

B. *Heritage and Non-heritage Learners*

Scholars in the field of AAL have acknowledged a crucial nominal definition as they classified students according to their background into three separate groups: "learners of Arab descent, non-Arab Muslim learners, and learners of different ethnic and cultural backgrounds other than the first two groups" (Husseinali, 2006, p. 103). Hence, the first two are commonly called Heritage Learners (HLs) versus Non-Heritage Learners (NHLs) (Husseinali, 2006). While HLs can affiliate themselves to AL through family, religion, or identity, NHLs assume no cultural or personal affiliations to AL. This is also linked to parental roles and encouragement to learn AAL. Parents who affiliate themselves to an Arab or Muslim background are generally more encouraging, involved and proactive in their children's learning of AL (Martin, 2009; Zabarah, 2015). Since their attitudes towards Arabic culture, Arab people and Arabic language are mostly favourable, their children are being held accountable for their progress and the parental expectation is high in matter of AL academic achievement.

C. *Language Attitudes*

Several Second Language Acquisition (SLA) studies have correlated attitudes with motivations to learn a Target Language (TL). Smith (1971) defines attitude as a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner. An attitude is relatively enduring because it is learned. Oskamp and Schultz (2005) explicate, "A child's attitudes are largely shaped by its own experiences with the world, but this is usually accomplished by explicit teaching and *implicit modelling of parental attitudes*" (p.126). In the 'Parental Attitude Model', Gardner and Lambert (1972) postulate four main attitude dimensions, which include attitudes towards: learning languages in general, the TL culture, learning the TL in specific, and the speakers of TL. When students enter the class with favourable attitudes about the target language, people and culture, they are more likely be open to perceive, respond, and learn the TL. Therefore, favourable parental attitudes and feelings towards learning AAL are needed to increase the motivation of the students in language learning classes. For the purposes of this paper and as means to capture the construct of parental attitudes, these dimensions will be adopted in framing the interview questions and guiding the data analysis.

To capture the attitudes of parents towards AAL, there are two theoretical lenses that underpin the study at hand. The first emerges from the seminal work of Gardner and Lambert (1972) which culminated in the 'Parental Attitudes Model' and interlinked parents' attitudinal constructs with children's language learning motivation and achievement. Some of the many ways parent exert attitudinal influence are "through discussion, by encouraging participation in foreign language exchange programmes and excursions, helping the child with homework, encouraging the child to read material written in the foreign language and by making the target language country the destination for a family holiday" (Young, 1994, p. 85).

The second lens is related to the attitude towards the TL, which links to the French sociologist Pierre Bourdieu's (1991) theory of language status and prestige and the notion of Linguistic Capital. Individual attitudes toward foreign languages are strongly influenced by the special status of a language and its perceived significance and prestige of economic, social and cultural capital. Within the context of Dubai and due to the demographic reality, AL status has been in the decline. Therefore, this study adopts Gardner and Lambert's (1972) 'Parental Attitudes Model' and Bourdieu's (1991) Linguistic Capital, as they all guide the study instrument, analysis and discussion.

II. REVIEW OF LITERATURE

This review is composed of selected comparable, parallel and local empirical studies that include two or more of the following keywords: Arabic language, second/foreign language acquisition/learning, parent, influence, engagement, attitude. The studies were analysed and synthesized by applying Machi and McEvoy's (2012) 'The Six Steps of the Literature Review' model. The relevant and current comparable studies that investigated parents' attitudes towards learning a foreign language were conducted in Slovenia (Lesnik, Bremen, & Greek, 2013) and Catalonia (Wilson, 2012). On the other hand, parallel studies investigated parents' attitudes and learning Arabic as a second/foreign/additional language in the USA (Husseinali, 2006; Zabarah, 2015; Sehlaoui & Mousa, 2016; Al-Alili & Hassan, 2017). However, local studies from the UAE context that partially discussed parents' attitudes, include: Hamidaddin (2008), Taha-Thomure (2008), Al-Hilali (2014), Baker & Hourani (2014), the Knowledge Group qualitative report (2016).

The initial critical review of research revealed that most studies used quantitative methods and questionnaires as data collection instrument. Therefore, qualitative methods were rarely used. Moreover, three major variables emerged when approaching parents' attitudes and second/foreign language learning: parents' background, parents' perception of language status and significance, and parents' perceptions of their own roles in their children's language learning.

A. *Parents' Background: Heritage versus Non-heritage*

One of the parallel studies conducted in four states in the USA, concluded that parents' heritage/ethnic background impacts their attitudes toward language learning which in turn impacts children's learning of TL (Al-Alili & Hassan, 2017). The scholars noted a discrepancy between the attitudes and expectations of Arabic heritage versus non-Arabic

speaking parents regarding learning AL. “Arabic-speaking parents were significantly more involved than the non-Arabic-speaking parents” (Al-Alili & Hassan, 2017, p. 14). This confirms Husseinali’s (2006) results that parental attitudes toward AL learning play a crucial role as it highlights heritage and non-heritage learners’ differing interests. Alili and Hassan (2017) also concluded that while Muslim non-Arab parents wanted their children to learn Arabic so they would be able to read and understand the Qur’an, Arab parents wanted their children to maintain their Arabic identity and culture, and NH parents encouraged their children to learn Arabic for instrumental reasons, to access job opportunities both in the USA and Middle East. Hence, parents’ background can steer them towards encouraging or discouraging their children’s learning of AAL.

B. Parents’ Perception of Language Status

According to Wilson (2012), Catalan was considered unimportant compared to English, which is regarded as a dominant language with a very high status. The perception of the significance and utility of the language plays an important role in parental encouragement to learn that language (Lesnik, Bremen, & Greek, 2013). Similarly, Arabic is on demand as it is considered ‘a critically needed language’ in the USA and this is reflected by parents’ encouraging their children to learn it (Husseinali, 2006; Zabarrah, 2015; Sehlaoui & Mousa, 2016; Al-Alili & Hassan, 2017). In the UAE, the majority of parents had a favourable attitude towards learning AAL as they perceived it to be an essential language to learn while living in the UAE (The Knowledge Group, 2016). While heritage parents’ rationale for learning Arabic is the fact that it is the language of the Qur’an and the heritage language (Hamidaddin, 2008), NH parents stressed that the utility of the language is of most importance (Sehlaoui & Mousa, 2016). However, according to Al-Hilali (2014) and Taha-Thomure (2008), parents believed that Arabic in Dubai is not used outside the classroom and that it has a lower status compared to English.

C. Parents’ Perceptions of Their Own Roles

Wilson posits that “for decades now, researchers have been aware of the influence that parental encouragement, or lack thereof, can have on individual’s motivation to learn L2” (2012, p. 44). In her study, Wilson emphasizes the lack of studies that investigate the parents’ attitudes and their influence on their children. Likewise, Baker and Hourani (2014) explored the nature of parental involvement in Abu Dhabi schools and their findings highlighted the importance and value of parental involvement in enhancing the learning experiences of children. Yet, parents perceived their roles as recipients of information on the curriculum, pedagogy changes and their children’s progress. Henceforth, knowledge-sharing and curriculum updates from the school were needed, especially since parents voiced several gaps in knowledge and communication. Baker and Hourani’s (2014) findings pointed to parents being disenfranchised and recommended a need to bridge the gap by conducting workshops on parent roles and responsibilities -as interventions- and opening channels of communication to express concerns raised by parents. This concurs with Hamidaddin’s (2008) findings that all parents agreed that they show interest in their children’s learning, yet they believe that children’s learning is the responsibility of the teachers.

D. Situating the Current Study

From this review, a gap in the literature emerges from the lack of studies that undertake the angle of parents within a qualitative methodology and their impact on students’ motivation to learn AAL in Dubai context. An investigation of the attitudes of parents of heritage and non-heritage AL learners is therefore considered required. Accordingly, it is of great importance to explore parents’ attitudes toward the implementation of AAL as they have a direct impact on students’ language learning development and achievement, consequently it can either hinder or encourage the success of AAL.

III. METHODOLOGY

Since this study will consider the parents’ emotions, beliefs and attitudes and explore socially constructed meanings as parents’ interpretations of the world, the interpretivist paradigm emerges as the one that provides insights into and meets the requirements of the key RQ (Walter, 2013). Mertens (1998) emphasizes that the interpretivist paradigm aims to understand society by understanding the socially constructed realities. This resonates with the main purpose of the key RQ which is: to explore parents’ attitudes towards the implementation of AAL as it provides insight into their subjective perception towards the importance of AL and their own perceptions of their role in supporting this requirement. Therefore, because of its micro-level emphasis that aligns with the purposes of meaning making and deals with qualitative data collection methods and analysis, the interpretivist paradigm suits this study (Creswell, 2003).

A. Data Collection

Context and site: This qualitative single case study collected data from parents at a private British primary school in Dubai, in which AAL was given an ‘Acceptable’ evaluation by the KHDA inspection report (2017-2018) and the sample is considered convenience sampling.

Instrument: Because of time limitations, the instrument used was face-to-face 30 minute-interview, whereby semi-structured questions were developed and conducted by the researcher as a result of adaptations from Gardner and Lambert’s ‘Parental Attitude Model’ (1972) and Fan and Chen’s Construct (2001). The interview questions were

piloted on two volunteers and modified accordingly. Then the participants filled a short demographic survey (Kvale, 2007). The in-depth interview was guided by a set of relevant themes based on the theoretical framework (see Appendix C). Every interview was audio-taped and transcribed verbatim (See Appendix E). The transcripts were then sent to the interviewees for their verification and feedback.

Sample: This study used a convenience sample method of snowball sampling technique, wherein existing participants referred other parents among their acquaintances until data saturation point was reached (Naderifar, Goli, & Ghaljaie, 2017). The inclusion criteria encompassed parents who have children attending this school and learning AAL, of Heritage (of Arab or Islamic background) and Non-Heritage (Non-Arab or Islamic background) background. Thus, six parents volunteered to participate in the interviews.

B. Data Analysis

This study implemented discourse analysis as a strategy to ensure a high-quality analysis (Kohlbacher, 2006). Discourse analysis assumes that reality is socially constructed, and meaning is fluid, which aligns with the interpretivist paradigm. While the interviews were ongoing, the researcher wrote notes which complemented the analysis of the data (Creswell, 2012). The conducted discourse analysis applied Creswell's method as "following steps from the specific to the general and as involving multiple levels of analysis" (2014, p. 196). During the analysis, a number of recurring themes were organized into tentative categories and assigned a list of codes. The codes were later categorized under the list of key themes. Initial themes that did not offer related information to the key themes were eliminated. The final write-up is highly descriptive in nature (Glesne, 2011).

C. Limitations and Ethical Considerations

The scope of the current study is limited to one site only, a private school in Dubai, and a small sample size of volunteer parents. Therefore, generalization is not expected. Also, this study represents a partial and limited insight into the issue at hand, since conducting a full-fledged research will entail a holistic approach that takes into consideration the school leaders', teachers, and students vantage points. It is argued that a triangulation of theoretical frameworks, vantage points, and data sources, will yield better and richer findings.

Also, investigating multiple cases with larger number of participants could reveal a wider range of attitudes. However, this will need more time, finances and resources to be fully conducted. Moreover, the fact that the sample consisted of mothers only, since fathers' participation in the study was not possible (they were unavailable or did not volunteer), this unavoidable bias and imbalance in parents' voice is thus acknowledged as a limitation. Finally, though the interviews as data collection method afford valuable data, the views and presence of the researcher might have caused bias. Additionally, not all people are efficient communicators who can be articulate in their expressions. Despite these limitations, the findings of this study will provide rich in-depth understanding and will reveal meaningful insights as primary nucleus for future studies in the field of SLA, AL, parental attitudes/involvement, and for Dubai and/or the UAE context in particular.

As for ethical considerations, this study included informed consent forms for the volunteering participants to sign (see appendix C) (Habibis, 2013). Moreover, the researcher practiced bracketing preconceived notions and biases, by using mindfulness, reflective and reflexive techniques.

D. Trustworthiness of the Data, Site, and Sample

This study applied Guba and Lincoln's (1994) techniques to confirm the 'trustworthiness' of the study, which include: credibility, transferability, dependability, and confirmability.

- Confirmability is assured by keeping an accurate and careful record of contacts, interviews, notes, and provide 'a chain of evidence' (Yin cited in Mertens, 1998).
- Dependability is confirmed by purposive sampling and the protection of informants' confidentiality.
- To ensure the credibility of this study, triangulation of the theoretical frameworks was applied, and the tentative interpretations of data were communicated to the participants, thus refined depending on their feedback (Silverman, 2013).
- Transferability of research is guaranteed by providing a thick description of concepts -revealed from the data.

IV. FINDINGS AND DISCUSSION

The interviews with the parents revealed some converging and diverging attitudes towards the implementation of AAL 'Policy', some of these attitudes aligned with the literature as it will be shown in this section. In addition, the demographic table of parents' profile is presented in Appendix D. The findings of this research are bifurcated into two key themes as they relate to the theoretical underpinnings and the literature review: 'Parental Attitudes' and 'Challenges'.

While all parents concurred on the importance of AAL and approved of its implementation with no contestation, they confirmed that they never knew of the 2017 MoE Framework and it was never communicated to them. However, all of them were content with the progress level of their children learning AL in school, which contradicts the local literature, media articles, and KHDA inspection report of 'Acceptable'. In fact, some parents who learnt Arabic conveyed that

their children exceeded them in their knowledge of the language. Parent 1 confessed that her kids superseded her in their knowledge of AL. Yet, given that AAL was ranked 'Acceptable' and having content parents, could imply that the lack of having a reference point (AAL framework) to benchmark the progress of students' learning, keeps parents pleased with whatever attainment is achieved by their children. As a result, there is a need to investigate if the school is following the framework or not, and a need to address the gap in communication between the school and the parents while taking into consideration the criticality of setting up specific goals or targets for expat students learning AAL. Future research investigating this angle would unravel more insights.

Parental Attitudes

Attitudes towards learning languages in general: all parents were either bilingual or plurilingual and reflected a positive position towards learning languages, which supports previous research. The rationale was accorded by Parents 1, 2, 4, 6 as to better understand and respect other cultures and broaden one's thinking from an early age. On the other hand, Parent 3 mentioned 'social life and interactions' and Parent 5 stated 'travel' as reasons to learn AAL. Consequently, attitudes towards learning AL in Dubai were highly favourable, and the reasons provided were cultural understanding, religious motivations, and career opportunities. Parent 1 highlighted: *"I think it's important to speak the language of the land we live in. Out of respect for the country and the people. It breaks down barriers and warms people of different cultures to the Arab world."* While Parent 3 mentioned better prospects in career opportunities, Parent 2 stated 'understanding the Qur'an' as a crucial motivator for her and her daughters to learn AL. Accordingly, these motivations mirror the ones provided by parents in the parallel and local studies.

Attitudes towards Arabic culture: parents perceived Arabic culture to be hospitable, welcoming, embracing, and tolerant. They expressed that they love the food, songs, and the way Arabs dress. This reflects a very limited understanding of culture versus a deeper understanding of Arab traditions, heritage and values. Despite this positive general perception, they all agreed that Dubai does not fully reflect Arabic culture. *"It feels like you are living in Europe"*, Parent 4 -who is of Lebanese origin- articulated. *"It's a home away from home"*, Parent 1 -who is a British national- expressed. Parent 5 agreed that every expat lives in a bubble of their own culture and described Dubai residents as a 'honeycomb', *"we are one, but still separated"* as if every expat is living in their own 'cell'. This could reflect a lack of interculturality, and some disinterest in learning about the local culture, history, people, and possibly the local language. This implies that AAL needs to encompass engaging parents with their children in deep culture learning to meet the UAE National Agenda Vision and AAL aims.

Attitudes towards Arab people: some parents revealed that they made friends with Arabs and locals. They described Arab people as kind, helpful, hospitable, ambitious, and emotional. Parent 5 confessed that she has very limited interaction with locals, yet she feels that her son's generation is learning more about local culture than hers and mentioned the example of 'Hag-Al Laila' celebration. It can, therefore, be suggested that AAL is successfully presenting some cultural elements to expat children, and providing culture learning opportunities, which in turn meets the aim of this language 'policy'.

Attitudes towards Arabic language: most parents disagreed with the perception of Arabic being a difficult language to learn. Parent 4 compared Arabic to Mandarin: *"how come people can start learning Mandarin and not Arabic! If the will is there, you can learn anything."* Yet, Parent 2 explained that *"because we are of Pakistani background, and we know Urdu, I believe this does help us in learning Arabic easily. A better advantage. So, for a non-Muslim it might be harder. So, I can understand why some would perceive it that way."* In contrast, Parent 6 found it very difficult to learn as she explains, *"I think it's very difficult, in writing, joining the letters and script right to left, even pronunciation. It is very different to Russian."*

In addition, parents' **perceptions of language status** showed a consensus; they all regarded English as the language of prestige and utility. Parent 1 expressed her frustration for not being able to practice her Arabic and pinpointed that *"the Arabic language day was a new thing for me. School should know and mark the occasion and celebrate it to embrace Arabic language, but nothing."* Parent 2 elaborated *"I don't feel there is a necessity to learn it"*. Also, Parent 5 mentioned *"even when you read the recruitment pages in Dubai, you see that Arabic is preferred but English is mandatory."* There are similarities between these perceptions of Arabic being in a lower status -relative to English within the context of Dubai- and those described by Taha-Thomure (2008). A possible explanation for this might not only be the lack of serious governmental action plans that can raise and revive AL but also the bottom-up action. Parent 5 denoted *"learning a language is not the MoE, KHDA, schools' responsibility, it is the nation's responsibility.... You have to start from grassroots level, you can't start from tree tops. It won't really work!"*. This links to Bourdieu's Linguistic Capital notion and language status, as Arabs are resorting to learn and speak English for prestige. This highlights a need for a possible future study that solely examines the status of Arabic in Dubai context by applying Bourdieu's theory.

Parents' Background 'Heritage and Non-Heritage': contrary to the existing literature, parents' background showed very little noteworthy effect on their attitudes towards AL, people and culture (See Appendix D). Whether HL or NHL parents, they all reflected a positive view and employed their available resources (effort, time and money) to better engage their children in their AAL learning journeys. For instance, Parent 1, who belongs to a Pakistani Muslim heritage, and Parent 6 who is Russian NH, both started learning Arabic to help their children in their learning. In the same vein, Parent 2 -who is a Canadian of Pakistani Muslim origin- described living in Dubai as a motivator to learn

Arabic, which is the same reason mentioned by Parent 5, who is a non-Muslim Canadian. Further detailed research is needed to examine the factor of parents' background on their attitudes towards learning Arabic in Dubai as it also links to Bourdieu's linguistic capital theory.

Parents' role in supporting AAL: parents perceive their role as encouraging their kids to learn by helping them do their homework, reading with them when/if they can, communicating with teachers, and giving their feedback. This finding is in agreement with the definition of active parental influence and supports previous studies.

Challenges

This discourse analysis identified some challenges to achieve the aim of AAL 'policy' as elicited from parents' perspectives in Dubai context (a bottom-up approach). These challenges relate to contextual and subjective factors. The contextual factors include:

- the lack of conducive environment to practice Arabic,
- lack of interaction with locals,
- Arabic speaking friends' preference to speak in English,
- lack of pragmatic need in the workforce.

On the other hand, the subjective factors comprise: the value given to learning and speaking Arabic and how it is being perceived. Further research, which takes these variables into account, will need to be undertaken.

V. CONCLUSION AND RECOMMENDATIONS

This study has shown that all parents expressed an overall positive attitude towards the AAL implementation in this school and reflected their support for an initiative to offer Arabic classes to expat parents so they would be able to support their children in learning the language while in school and enhance their cultural understanding of the place they reside and work in. However, all parents were unaware of the AAL Framework and some were surprised of the non-existence of an AAL policy. There was also a consensus amongst them on the need to engage expat parents and students in Arabic immersion experiences with the local culture. Therefore, addressing the gap in language policies related to AAL will require a comprehensive action plan and crucial policy decisions. Hence, an explicit language policy that recognizes the benefits of encouraging the learning of AL among expats "would likely complement government strategies to protect and promote Arabic since it would create a far greater number of competent Arabic language speakers" (Calafato & Tang, 2019, p. 28). The implications of this study and its findings are presented as recommendations':

A need for an AAL policy: Devise an explicit policy for AAL, with clear goals and tools to enhance its implementation as it reflects the significance of AL and commitment of the government. This policy should be positioned within the overarching UAE National Agenda 2021 and is envisioned to include the following components:

- *Communication:* Schools to follow the MoE Framework and communicate it to parents.
- *Culture and language:* Curriculum developers to fine-tune AAL curriculum for expatriate students and embed deep local culture learning experiences to make it authentic.
- *Parents engagement:* Create parent education programs that explain the value of Arabic or and demonstrate ways to help children learn AAL and succeed in school. Engage Arab and local parents in assisting expat parents to learn more about the culture and AL by devising interactive cultural programs based on volunteerism or community service program. Offer immersion experiences and interactions with local culture as it should also be part of the curriculum.
- *Arabic Language National Initiative:* Government to offer free beginner Arabic classes to all expat parents at school premises. Schools should be awarded for doing so and parents' achievements should be highlighted and celebrated in the local media.

APPENDIX A. KHDA CURRICULUM REQUIREMENTS FOR PRIVATE SCHOOLS IN DUBAI FOR THE ACADEMIC YEAR 2018/2019: ARABIC AS AN ADDITIONAL LANGUAGE

Curriculum_Requirements_for_Private_Schools_in_Dubai_Eng.pdf 2 / 3

Guidelines on Arabic subject:

ARABIC													
Grade	1	2	3	4	5	6	7	8	9	10	11	12	
Year	1	2	3	4	5	6	7	8	9	10	11	12	
Arabic as a first language (For those who are registered in the school/KHDA under an Arab passport)	6 lessons per week			5 lessons per week			4 lessons per week						
Arabic as an Additional Language (For those who are registered in the school/KHDA under any other nationality)	4 lessons per week						Optional						

- Arab students are expected to follow the standards set in the National Curriculum Document for Arabic first language and use the MoE prescribed textbooks as the main resource in their curriculum.
- Non-Arab students are expected to follow the curriculum standards and expectations set in the 2017/2018 MoE framework for Arabic as an additional language.
- The offering of Arabic in the Early Years is not mandatory but encouraged. It is expected that schools that choose to do so will follow the standards and expectations of the MoE for Arabic in this phase of the school.

APPENDIX B. THE MINISTRY OF EDUCATION 2017 FRAMEWORK FOR LEARNING ARABIC AS AN ADDITIONAL LANGUAGE



Framework for Learning Arabic as an Additional Language

Introduction

Over the years, the United Arab Emirates has accorded much attention to Arabic language. The UAE leaders have promoted the learning and using of Arabic language as they consider it a fundamental pillar of the Emirates national identity, its people's history and its deep-rooted traditions.

This framework represents an important step toward fulfilling the needs of learners of Arabic as an additional language. It is also consistent with UAE's National Agenda for 2021 with regards to the priority of improving the learning of Arabic language.

This framework focuses on enabling non-Arabic speakers who are learning Arabic to communicate in real life situations inside and outside school. This framework is based on the standards set by the American Council on the Teaching of Foreign Languages (ACTFL), and based on international principles and expectations applied in the teaching of foreign languages to non-native speakers. The framework is also adapted to meet the UAE's aspirations in the teaching and learning of Arabic in a manner that suits the learners' capabilities and their learning environment. All private schools that do not adopt the Ministry of Education curriculum are expected to apply this framework.

This framework illustrates the levels expected to be achieved by the learner in each of the four language skills (listening, speaking, reading and writing). It links the achievement of these levels to the number of years spent in studying Arabic, regardless of the learner's current grade.

This framework identifies three main fields for each level: general outcomes, language proficiency levels and performance indicators in each of the four language skills during the nine years of studying Arabic as an additional language.

The most distinguishing element of this framework is that it details the progress in language proficiency according to three key parameters: functions (to ask, inquire, narrate or describe), context and content (personal, social or general issues), and type and level of text (word, phrase, sentence or paragraph).

Accordingly, this framework constitutes an umbrella for learning Arabic as an additional language in private schools in the UAE and it is in line with the Ministry of Education requirements.

We hope this framework will contribute to encouraging schools and teachers to prepare and execute advanced study plans which include clear and practical tasks and activities, inside and outside the classroom, in line with the expectations of this framework.

APPENDIX C. PARENTS' ATTITUDES TOWARDS AAL: SEMI-STRUCTURED INTERVIEW

About the Study Consent Form

Dear Parent,

Dear parent,

I am conducting a research related to the implementation of Arabic as an additional language in schools.

You are invited to participate in a short interview that tries to explore parents' perspective. Your participation in this study is voluntary; however, it is very important for us to learn your opinions.

Your responses will be strictly confidential, and anonymity is safeguarded. The data from this research will be coded and reported only as a whole. Pseudo names will be used and your privacy will be of paramount importance. If you have questions at any time about the procedures, you may contact me at xxxxxx or by email at xyz@hijkl

Finally, I thank you very much for taking the time and effort to participate in this interview.

Signature: -----

In-depth semi-structured case study interview questions

1- Preliminary questions: The Parent Profile

- Sex: M/F
- What is your nationality?
- What is your mother tongue?
- What is your ethnic or heritage background (Arab/Muslim)? your parents?

- What other languages do you speak? What level?

- Other languages you can
 - Speak -----
 - Understand -----
 - Read -----
 - Write -----
- Have you studied Arabic before? In school? Private lessons? Islamic school? On your own?
- How long have you been learning Arabic?

Child/ren Profile

- How many children do you have studying in this school?
- What years are they in?
- Gender? m/f
- How many years have they been learning Arabic?
- Do they enjoy their AAL lessons?
- Why /why not?

Attitudes measurement questions (adapted from Gardner and Lambert's Attitudinal Construct)

Parents' Awareness of MoE Framework for AAL

- Are you aware of the 2017 MoE framework for AAL in schools?

Parent's Attitudes towards learning languages in general

- What do you think of learning languages other than English? (Value second language learning)

Parents' Attitudes towards the TL culture

- What do you think of Arabic culture?

Parents' Attitudes towards the speakers of TL

- What do you think of Arab people/speakers?

Parents' Attitudes towards the TL itself

- Living in Dubai, do you think learning Arabic is an asset? For you or your child? And why?
- In your opinion, in what ways learning Arabic language will assist you in **intercultural communication/understanding** of this region 'GCC' 'Arab World' 'Muslim World'/self-actualization/achievement ..

Parents' Perceived Difficulty of Arabic Language

- Some people perceive Arabic as a **difficult/complex language** to learn? What do you think? How to overcome this difficulty?

Parents' Perceived Roles and Involvement in AAL

- Are you learning Arabic with your child?

Are you helping your child in learning the language/ reading/ in doing their homework?

- Is your child getting help (out of school tutoring) to learn Arabic? (it reflects how much they are investing in it/interested).

- Have you thought/considered learning Arabic/joining Arabic courses?

- Where, when, how, how have your attitudes changed (if they did) after learning some Arabic?

Parents Perspectives on Suggested Policy Recommendations

- What do you think about this statement: "There should be a governmental initiative to offer Arabic language courses to expatriate parents for free or at a nominal cost?"

- Would you encourage your family, friends, others to learn Arabic in Dubai? Why?

- What do you suggest to improve the implementation of AAL in schools?

APPENDIX D. PARENTS' PROFILE: DEMOGRAPHIC INFORMATION

Parent no	Gender	Nationality	Heritage Background	Parent 1 st Language	Kids in school	Other languages	Learnt Arabic	Kids like/dislike Arabic because...
1	F	British	Pakistani-Muslim	English	4	Urdu	For a year	Like the teacher – enjoys languages
2	F	Canadian	Pakistani-Muslim	English	2	Urdu	No	One daughter likes the teacher, the other doesn't
3	F	American	Indian- Non-Muslim	Hindi	1	English	For three months	Loves the teacher
4	F	American	Lebanese-Arab-Non-Muslim	Arabic	3	English, French	In school=13 years	Son likes the teacher, Daughter doesn't
5	F	Canadian	Indian	Kutchi	1	English, Hindi, Gujarati, Marthi	Studied Arabic in the UAE from grade 1-8	Lessons are engaging and relevant to son's interests
6	F	Russian	Non-Arab Non-Muslim	Russian	2	English	Is learning Arabic now	Teacher is good

APPENDIX E. TRANSCRIBED INTERVIEWS

Transcribed Interviews

Parent 1 Profile

- British mother of three
- First language is English
- Pakistani Muslim heritage
- Speaks Urdu (moderately fluent and stronger in spoken language)
- Have learnt Arabic in Dubai for a year as private lessons paid by her (1 hour per week)
- Year 2= daughter, Year 4 and 5= two sons
- Daughters spent 1.5 years learning Arabic
- Boys = spent 2.5 years learning Arabic
- Kids enjoy learning AAL at school = because they like their teacher/ My daughter enjoys languages.
- Framework for learning AAL was not communicated but school sent curriculum guidelines and objectives
- No tutor
- No newsletters on AAL or communicated progression in Arabic

Parent's Attitudes towards learning languages in general: "I think that it's very important to be able to speak a language other than English because the world is becoming such a smaller place. Even though English is a universal language, I live in an Arab country I think it's important to speak the language of the land we live in. Arabic is still the language of the people and the land. A lot of things are lost in translation so in order to understand the rich heritage and culture that the Arab world has to offer, it is crucial to be able to understand the language that those traditions are conveyed in. One should be able to attempt and try to learn the language of the place they visit let alone live there for a while, it helps in better understanding the place and people to integrate better."

Attitudes towards Arabic culture: "I love Arabic culture as it is hospitable and do love the way they dress, their clothes and food, yet in this British school environment you rarely see it (Arabic culture) reflected. You can see it from the parents who are Arab or Emirati. I am a British Muslim and I have an interest in the Muslim world and I have travelled to some Arab countries so I am aware of Arab culture as I have a close network of friends from different Arab denominations and so I understand a bit of the culture. I know that the children sing the national anthem in the morning, to give you an example, the Arabic language day was a new thing for me. School should know and mark the occasion and celebrate it to embrace Arabic language, but nothing. It was not celebrated and parents were not aware of it! So the culture is very passive, I feel, Arabic culture doesn't shine through in school because it is a British school that the children go to. So it's understandable that they embrace the British/Western culture but I think there should be a balance of teachers who come from the Arab world and the UK so as to have a fusion of the best of UK education yet have a real sense of Arab culture."

"You know, I come from the UK and I cannot say that I could necessarily feel that this is a different environment from the UK. It is an Emirati or Arab culture in a transient place here and feel Arab culture is expressed in a mild way. Mildly so, in my opinion."

Attitudes towards Arabic speakers: "Arab people are very nice. We've never had a problem in the UAE. Arab people are very welcoming and kind and helpful. We have Arabic speaking friends from all over the globe."

Attitudes towards Arabic language: "Living in Dubai, I think learning Arabic is an asset to learn especially for new comers." It is the native language here, so to avoid being lost in translation and to have a true feel and understanding and really really get a feel of the language as its an integral part of it. So out of respect for the country and its people. Of course it should be a requirement to learn it just at a basic level at the very least. It breaks down barriers and warms people of different cultures to the Arab world."

Significance of AL: "Dubai has a good mix of Arab and modern cultures, it is a home away from home, its very safe and very welcoming, everything you need you will find here, it's a very dynamic place to be at, and coming here for the experience of learning the language I believe you will enjoy the experience."

Perceived difficulty of the language: "I don't think that Arabic is very difficult or complex language. As a person who comes from a background where my mother tongue is English...you can take any language like Chinese or Arabic where you haven't seen the letters before, seeing the word written in Arabic form can be very very daunting. But having studied Arabic for a year, and you know, I am not someone who is very strong in languages I don't think it is as difficult as people would have you believe."

"To overcome this perception of difficulty I recommend having a good teacher and going with a positive attitude that you wanted to learn. Have a time plan with targets, know what your expectations are and have goals and stick to them."

Perceived Parents' Roles: "I learnt Arabic from my children and with them in a very limited sense, so I do know how important it is for parents to be involved in their learning any language. In Arabic, I feel it is very repetitive in terms of what they learn in class is exactly the same that is given for homework. So in terms of knowing where they are or what they are able to do, if it is a recall task, yes, I can help."

Improvements and suggestions: "The homework does not ask them to apply what they learn in different contexts or situations or personalize it or develop it in any way."

"We try and read together, so they read out loud, I think my children, most of the have superseded me in their understanding of the language and I think they know the meaning of many words, which is nice to see"

"My kids have no Arabic tutor because of time constraints and financial constraints" "Truth to be told, that would be something nice."

"I think that is an amazing idea" "I would have endorsed something like that if it had been available. It is surprising that it hasn't been offered. It is brilliant. I hope they would endorse something like that." "I do think there is a policy gap here. When people come to the UK for residency, it is now made compulsory to have a grasp of English language. It is important to know the language to try and fit into the society you live in. And on the same level, when people come here (Dubai) there should be an expectation that expats have some sort of a desire to learn the language and there should be help or encouragement for people who do. It should be a policy."

"I think there should be more of an active engagement from the school with the parents. There should be reading programs put in place. Just like in English, their books are levelled and you can trace how they're progressing. Parents can read with their child. So there should be an Arabic reading program."

In Arabic B, there should be more assemblies, plays, recitals that demonstrate the children's language learning in different scenarios and contexts. It would be crucial to make their learning vivid and memorable and fun.

I think that homework should be not so repetitive, it should be an opportunity for the child to develop the skills that they have learnt in class. And also to kind of show the teacher and the parent and the child how to further enhance comprehension. You go from learning sentences to reaching a level where you have a proper conversation.

I think incentives in schools such as prizes, awards and competitions may motivate parents to take learning Arabic more seriously and solidify it in all schools in Dubai.

Parent 2 Profile

- Canadian mother of two
- First language is English
- Pakistani Muslim heritage
- Mother tongue is Urdu
- Have not studied Arabic
- Year 2= daughter, Year 3= daughter
- Daughters spent 3-4 years learning Arabic
- Younger one really enjoys learning AAL at school = because she likes the teacher/ Older one is a bit behind because she didn't like last year's teacher
- Framework for learning AAL was not communicated

Parent's Attitudes towards learning languages in general: "It is very important. We're globally connected. It's important for the kids these to speak another language to connect with other people. It's an investment as well, for your career and for your job. Knowing more than one language to get to know the culture of other people. It helps in learning more about your native language in matter of grammar and vocabulary. It helps you build your mother tongue."

It helps with creativity and broadens your perspective and connect to other people. Instead of being in a bubble. Even for me, you know, moving to this country, it has opened my mind that a lot of people speak Arabic. So I try to pick up the words and I do have many Arab friends. If I wasn't then I'd be within my group of people and my language without knowing how other people are and how they live. It affects us a lot when we learn more about them and it opens you up more as a person."

Attitudes towards Arabic culture: I was brought up abroad and here, it is very different over here. People here are more peaceful and loving. You feel safer here. Being brought up in Canada and wearing the Hijab, you meet people who are racist. Here, I feel comfortable wearing my scarf and my long shirt. People don't look at you in a weird way. Being in a Muslim country, and as a Muslim myself, you feel like at ease and a sense of relief."

Attitudes towards Arabic speakers: I feel they are quite strong and bold. I've been raised in Canada and people there are very soft spoken with their hellos, please and thank you. I feel that when Arabs are talking to each other, it seems like they're shouting or fighting. So for me, getting used to that was a bit like, I actually realized that it is their style of talking."

Attitudes towards Arabic language: As a Muslim, I can read the Quran but I do not understand it. So we grew up listening to it in the background of our house. It's a beautiful language and since we moved here it was very important to me that my children do learn it. I haven't learnt it myself, but I would love to learn it. Finding the right time. So whatever my kids are learning I try to ask them and pick up the words like the fruits and vegetables and stuff."

Significance of AL: I think living anywhere in the Middle East requires people to learn Arabic. It is very important and it will help people understand the region. It is especially needed for our kids as to have a solid grounding in the language."

As for me, since I came here I found that not only English is used a lot in communication but Urdu and Hindi as well. I thought I could learn Arabic from my interactions with people here but no I didn't learn it because people are using English and more prominently, I feel Urdu and Hindi are being used too. That's why I do not feel it is a necessity to learn it. Especially that I am now a homemaker. If I wanted to go

back to work, it might be more motivating for me. Like my husband for instance, he took some classes in Arabic and you do come across Arab people and Arabic language. So it's important for him to be able to read and communicate. It is important for his job. The basics at least."

Perceived difficulty of the language: In my opinion, it is not a difficult language to learn. For instance, my daughter learnt it and she is finding well in it. I think the desire and interest in learning Arabic is important. It can be done. Yet, because we are of Pakistani background, and we know Urdu, I believe this does help us in learning Arabic easily. A better advantage. So for a non-Muslim it might be harder. So I can understand why some would perceive it that way."

Perceived Parents' Roles: I am learning Arabic with my daughters and I checked with the teacher regularly because I do not know if my daughters are doing it right? I have also considered hiring a tutor to improve my kids' learning."

I would definitely sign up for a language course. Coming here I was puzzled of where to go and what to learn, there are different dialects. If there was a course offered to parents, that would be great."

Improvements and suggestions: I think there is a gap in communicating what our children are learning especially that parents need to know what words were covered and what they mean. Having the worksheets will help us help our kids in learning at home."

Parent 3 Profile

- American mother of one daughter
- First language is English
- Indian Muslim heritage
- Mother tongue is Hindi
- Have studied Arabic for 3 months paid by her
- One daughter in Year 2
- Learnt Arabic for four years in school so far
- She enjoys her Arabic lessons
- She loves her teacher.
- She is doing her Arabic homework and loves to do it
- Parent is not aware of the framework for AAL

Parent's Attitudes towards learning languages in general: I love learning languages. Though I was brought up in the US, actually, I learnt to learn Hindi and a bit of French. I like Arabic songs and I listen to them, I do not always understand everything but I think it is important for our children to learn languages for their social life and interactions. When I was in Japan, no one spoke English and I had to understand. So it's very important to grasp a little from the language."

Attitudes towards Arabic culture: I love everything about Arabic culture. They are very nice. I have lots of Arab friends, Emirati too. And I enjoy the culture, very nice. That's why I'm here for the last twenty years now."

Attitudes towards Arabic speakers: Arab people are very helpful and kind-hearted. They try to correct your Arabic words and even in everything, they try to help. One day I remember that I needed help with my car and Arab people stopped to help me."

Attitudes towards Arabic language: I do not think Arabic is needed so much in Dubai. Arabs themselves speak English. If you can communicate then there is no problem. It would be good to learn about Arabic culture and everything about the people, the tradition, then yes, learning Arabic in Dubai is helpful.

Significance of AL: My daughter learning Arabic is going to help her in the future. You see, I myself have been living here for so long and do not speak the language. I know few words like salaam, keef balak, but that's it. I believe that my daughter speaking Arabic will make me so proud. She will be aware of the roots of Dubai and because she is brought up here. She keeps my head up high. There is no language barrier for new comers as everybody speaks English. If someone has the desire or interest in learning Arabic culture then they should learn it. It will help in getting better jobs and higher paid salaries.

Perceived difficulty of the language: Everything is possible to be learnt. I think it is about what I can and cannot do. If you want to do it, you will do it. If you're interested in doing something you will give it 100% of your effort. I'd encourage people to not see it this way. It is not difficult and it is a sweet language. I love Arabic songs and listening to Arabic.

Perceived Parents' Roles: I sit with my daughter every Friday and help her to do her homework and Arabic reading. I also google new words to help her. I consider my role as complete involvement and encouragement for her to learn the language. I'm learning with my child, she is teaching me and I do not think she needs tutoring. She exceeds me in her level of Arabic.

Improvements and suggestions

- It's very important to offer the courses for parents. They should be for free then they might enhance it and charge for it nominally.

Parent 4 Profile

- American mother of three: son in FS1 and twins= daughter and a son both in year 2
- Twins learnt Arabic in school for 2 years
- Lebanese heritage- non-Muslim
- Mother tongue of mother is Arabic but mother tongue of kids is English
- French is a third language
- Arabic was taught throughout the school years (13 years)
- Kids enjoy their Arabic lessons cause it's fun, play-based and son is so keen on learning Arabic that he was moved to Arabic for native speakers this year.
- Daughter doesn't like Arabic, learnt few words. She is still not able to form sentences. Could be the teacher or her own disinterest in learning languages
- Framework was not communicated

Parent's Attitudes towards learning languages in general: I think it is very important. I support learning languages in general and the more the merrier. I encourage my kids to learn French, English and Arabic, later on Spanish and Mandarin. Learning languages gives you a better understanding of culture, respecting other cultures, it helps in brain growth and intelligence and at younger ages, it will bring you broader thinking and analyses. Plus, the job opportunities, it gives you a leverage over others. In a world of competition, the more skills you have and the more languages you speak, the better chances you get.

Attitudes towards Arabic culture: I think that Dubai is very global city. In terms of people there are so many nationalities living nicely together, respecting each other, you can see Asians, Europeans and Arabs. Attire, you see the conservative and the non-conservative and there is lots of tolerance. So Arabic heritage is not reflected unless

you go and visit places that reflect Arabic heritage and tradition and cultural sites. Other than that, you feel like you are living in Europe.

Attitudes towards Arabic speakers: Arab people are very hospitable, kind and emotional, fun to be with, very welcoming and embracing life. I see Arabs as people with open arms. Very ambitious. They're striving to build a better future for their kids. They are seekers of education and attainment. Very high tolerance too.

Attitudes towards Arabic language: I do think that Arabic is an asset for non-speakers. If you know one language 'English' and expect that people should communicate in that language only 'English', that's a drawback. Living in a place where there are so many people of different languages you should have more than one language. Being fanatic for only English without any other language is a drawback. If I own a company I'd seek people who know more than one language. Because this shows me ambition, modesty and hard work, having tolerance and respect for people. It reflects a lot. But if you just speak one language and you are not ready to understand or learn another language it reflects a limited mindset.

Significance of AL: I do believe that my kids learning Arabic at a high proficiency level not just basic understanding -as their heritage language- will be very important for their future. I am sure that governments will conserve and preserve the language and in the future my kids will feel they belong. Our kids have both worlds, the global output and aspiration but at the same time have a deep understanding of their roots and culture. This will not hinder their global outlook or belonging.

Perceived difficulty of the language: I think that whenever there is a will there's a way. This is just an excuse. I know for instance that in Russia, if you want to join the diplomatic field, you have to learn Arabic and become proficient in it. I also know of many English speakers who turn to learn Mandarin, which is not really an easy language to learn as it is far from the English script and pronunciation. So how come people can start learning Mandarin and not Arabic! If the will is there you can learn anything.

Perceived Parents' Roles: I am helping my daughter now in forming words using blocks with Arabic letters and I help her in writing the Arabic script so I give her a little push. Maybe at some point in time I will invest in a tutor especially if I do not have the time.

Improvements and suggestions

I am totally with the statement. Offering Arabic courses for expatriate parent ensures the seriousness of the government in preserving the language and making sure it reaches the people who are interested. I am sure that there's lots of people who are interested but they don't know where to go or what to learn or how to learn, maybe it is too expensive to pursue from language centers.

Definitely there should be a policy for AAL, I am surprised that there isn't! everything starts with a plan, you can not just haphazardly. I know that a minimum should be a policy that encourages adaptations of levels and has supporting tools and programs whether abstract or concrete: toys, apps, software. To encourage reading in Arabic there should be more, rich books and more resources. I also think that teachers need to modernize their teaching methods to be more communicative and encouraging.

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Reem J. Razem is a PhD in Education candidate at the British University in Dubai, specializing in second language acquisition and intercultural communicative competence (ICC). She obtained her Master's in education from Murdoch University, Dubai, UAE in 2018, her Teaching Arabic as a Foreign Language (TAFL) certificate from Georgetown University, USA in 2008, Cambridge CELTA qualification from Wollongong University in Dubai, in 2006, MA in American studies from the University of Jordan, Amman, Jordan in 2003, and her B.A. in political science from the University of Jordan, Amman, Jordan in 2001.

She currently holds the position of Lecturer in the School of Arts, Media and Mass Communication at Curtin University, Dubai, UAE. She also worked as a Lecturer at the University of Wollongong in Dubai, Middlesex University, the Canadian University of Dubai, and as a Research Coordinator at the Gulf Research Center in Dubai. Previous publications include: Co-authored a chapter on political developments in the UAE in 'The Year That Was: 2004' book (Dubai, UAE: Gulf Research Center, 2005), and published an article titled 'Arab Freedom Report Still in Chains' (Dubai, UAE: Gulf in the Media, Gulf Research Center, 2005).

English Language Learning Strategies Adopted by Bachelor Level Students (A Case Study of Nepal)

Ramesh Prasad Adhikary
Tribhuvan University, Kathmandu, M.M. Campus, Nepalgunj, Nepal

Abstract—This research paper is an attempt to find out the difficulties faced by the students of bachelor level in Nepal in learning English language at class. In order to achieve these objectives, two research tools – questionnaire for students and class observation form were prepared. Two colleges of Banke district, Nepalgunj were selected for the collection of data. Twenty-five students were selected from each college. Questionnaires were distributed to the selected students and also classes were observed focusing on the strategies and difficulties of language learning. A very divergent situation was found in the strategies of language learning. It was varied from students to students. It was found out that the maximum use of memory strategy; they were using other strategies too. It was found that students were facing with different problems in language learning.

Index Terms—language, strategy, memory, LLS, L1 and L2, classroom activities

I. INTRODUCTION

English Learning strategies are specific actions, behaviors, tactics or techniques used in learning a language. All language learners use language learning strategies in learning process. So, the factors like age, gender, personality, motivation, self-concept, life- experience, learning style, excitement, anxiety, etc. affect the way in which language learners use the same learning strategies or should be trained in using and developing the same strategies to become successful learners. Learning strategies are particular actions or activities employed by learner directed towards more effective and more transferable to a new situation. O'Malley and Chamot (1990) define language strategies as the special thoughts of behavior that individual use to help them, comprehend, learn or retain new information (as cited in Griffiths, 2004). For example, asking students to guess the meaning of a new word from context rather than just looking it up in the dictionary is a popular cognitive strategy.

Different scholars have defined learning strategies in different ways. Richards et al. (1999) defines learning strategy as “a way in which a learner attempts to work out the meaning and use of words, grammatical rules and other aspect of language” (p.208). Similarly, O'Malley et al. (1985) say “Language learning strategies are operations or steps used by learners that will facilitate the storage, retrieval or use of information”(as cited in Griffiths, 2004).

In a similar vein, Oxford (1999) refers to learning strategies as “specific actions, behaviors, steps or techniques that students use to improve their own progress in developing skills in a second or foreign language” (as cited in Gass & Selinker 2008, p. 439).

In a similar way, Cohen(1998) defines Language learning strategies as “ those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall and application of information about the language”(as cited in Gass & Selinker, 2008, p. 439).

Cohen (1998) went on saying that such strategies include strategies for identifying the materials that needs to be learned, distinguishing it from other material if need be, grouping it from easier learning (e.g., though classroom tasks or the completion of homework assignments), and formally committing the material to memory when it does not seem to be acquired naturally (whether though rote memory Thus, learning strategies are particular actions or activities employed by learners to make their learning easier, faster, more enjoyable, more directed, more effective and more transferable to new situation. It is an extremely powerful learning tool.

A. Types of Learning Strategies

Different scholars have classified learning strategies into different types. Rubin (1981) has identified two kinds of learning strategies and three sub- types of each. They are as follows:

1. Direct Language Learning Strategy
 - (i) Memory Strategy
 - (ii) Cognitive Strategy
 - (iii) Compensation Strategy
2. Indirect Language Learning Strategy

- (i) Meta cognitive Strategy
- (ii) Affective Strategy
- (iii) Social Strategy

Oxford (1990) identified three kinds of learning strategies: asking question, co operating with others and empathizing with others. A general example of language learning strategies in each of these categorized is as follows:

Asking question

- i. Asking for clarification and verification
- ii. Asking for correction

Co operating with others

- i. Co-operating with peers
- ii. Co-operating with proficient users of target language.

Empathizing with others

- i. Developing cultural understanding.
- ii. Becoming aware of other's thought and feelings.

B. Use of Language Learning Strategies

Language learning strategy helps the learners to learn that language effectively and skillfully. Ellis and Sinclair (1987) suggest that learners should be helped to become aware of their learning styles and the teacher plays an instrumental role in helping the learners how to learn the second or foreign language (as cited in Gardner and Miller, 1999, p.157).

In language learning, researchers have shown that some language learners are more successful than others. If these strategies are suggested to adopt poor learners, they can improve their language learning.

These definitions imply that language learning strategies adopted by the learners are important for a language teacher. These strategies help the teacher to make lesson according to the strategies of the learners. Learners also take benefit from learning strategies as they can leave some strategies and adopt new strategies to become successful learner and learn language easily. Thus, language learning strategies are important for teachers, learners, course designers and all other related people. So, in the present study, I have chosen learning strategies of the Bachelor level students.

C. Objectives of the Study

The objectives of the studies were as follows:

- i. To find out and analyze the strategies adopted by Bachelor level students.
- ii. To suggest some pedagogical implications.

D. Significance of the Study

This study will help the teachers to suggest their students to use the effective learning strategies. It will help the course designer to design the course according to the strategies learners adopts. It will be helpful for the material producers and textbook writers to devise materials according to learner's style. It will be equally useful for test constructor to design test items according to the learner strategies. So also students will get benefit from it.

II. REVIEW OF RELATED LITERATURE

Many researchers in the world are carrying out researches on learning strategies. Students may not be aware of the strategies and their effects on their learning. It is very important to raise awareness among students on what strategies it would be effective for them to learn language.

O'Malley et. al. (1987) conducted a research on Effectiveness of Language learning strategies instruction. It was an experimental research. They assigned 75 students to one of three instructional groups where they received training in

- i) Meta cognitive, cognitive and socio affective strategies
- ii) Cognitive and socio affective strategies
- iii) No special instruction in language learning strategies (control group)

They conducted research for listening, speaking and vocabulary acquisition skills. The first and second were experimental groups but the third group was control group. The control group did not get special instruction in language learning. Among other findings, it was discovered that for vocabulary, the control group actually scored slightly higher than the treatment groups. O'Malley (ibid) explains these unexpected findings as being due to the persistence of familiar strategies among certain students who continued to use rote respective strategies and were unwilling to adopt the strategies presented in training, especially when they knew they would be tested within only a few minutes.

Nunan (1995), as cited in Griffiths, 2004, p. 17) conducted another classroom based study which aimed to research whether learner strategy training makes a difference in terms of knowledge. He involved 60 students in a 12 week programme designed to help them reflect on their own learning, to develop their knowledge of and ability to apply leaning strategies, to assess their own progress, and to apply their language skills beyond the classroom". He concluded that his study supported the idea that language classrooms should have a dual focus, teaching both content and an awareness of language process.

Devkota (2003) carried out research on “Learning Strategies: An Attitudinal Study” His purpose was to find out the strategies employed to learn literature.

He used questionnaire to collect data from students and structured interview to collect information from the teachers. He found that one of the causes of students’ failure is due to lack of writing practice. Moreover, after overall analysis he found that studying texts in English are geared towards examination.

Rain (2006) conducted a research to find out the learning strategies used by Maithili learners of English at Secondary level. His study was centered on how Maithili learners of English learn English as their third language. He found that the learners used very few strategies to learn English language He concluded that the teacher and students do not use communicative approach in classroom.

Chaudhary (2009) carried out a research on “Learning Strategies Used by the Class Toppers”. She aimed to find out the strategies used by the class toppers of higher education to learn the English language. She used a set of questionnaire as tool for data collection. She found that meta-cognitive (rehearsal) strategies were used by class toppers of higher education to great extent. She conducted that the Class topper students have strong desire to communicate and are willing to guess meaning when they are not sure.

Although some researchers are conducted in the area of learning strategies, no research is carried out to find the learning strategies used by the bachelor level students and the way they prepare for exam. No research yet is carried out by observing learners’ actual behavior. So this researcher uses both questionnaire and observation check list as my research tool. So my study will be different from any researches carried out in the department so far.

III. METHODOLOGY

This study adopted the following methodology:

A. *Source of Data*

This research used both primary and secondary source of data to achieve the objectives.

1. Primary sources

The primary sources of data for this study were the students of Bachelor level studying in Kathmandu district.

2. Secondary Sources

The researcher used related books, journals, articles, unpublished thesis, and websites for the preparation. Some of them are Ellis (1986), Gass and Selinker (2008), Cohen (1998) and Rubin (1987).

B. *Sampling Procedure*

Sampling procedure was the way of determining the sample from the large heterogeneous study population. For this study, I purposively selected Kathmandu district as a research area of my study. I selected two colleges of Kathmandu. The study consisted of altogether 50 students. The researcher used non random sampling procedure while selecting the colleges. Likewise, she used the similar sampling procedure to select respondents.

C. *Tools for Data Collection*

The main tool for the collection of data was a set of questionnaire and observation checklist. The questionnaire was of two types; 15 questions were close- ended and 2 questions were open ended types. Observation checklist was used to collect information about different strategies.

D. *Process of Data Collection*

To collect the primary data the following procedure was followed:

To collect primary data collection, I distributed questionnaire to the students. I observed their classes and observed their activities at canteen too. For this I took the permission of the colleges first. Then I analyzed and interpreted the collected data and presented them in different charts and diagrams.

E. *Limitations of the Study*

The study had the following limitations:

- i. The study was limited to two colleges.
- ii. It was limited to the bachelor’s first year students only.
- iii. It was limited to questionnaire and observation check list tools only.

IV. ANALYSIS AND INTERPRETATION OF DATA

The data for this study were collected using two research tools, i.e. questionnaire and observation checklist. The data has been analyzed and interpreted under the following two main headings followed by several sub- heading.

- i. Analysis of the data obtained from the questionnaire of the students.
- ii. Analysis of the data obtained from the observation checklist.

A. Analysis of the Data Obtained from the Questionnaire to the Students Altogether 15 Questions Was Asked to the Sampled Students. The Responses of the Students on Each Item Are Analyzed and Interpreted under Separate Title

1. Preparation of Subject Matter

First question deals with student’s regularity and preparation of the subject matter. For this I gave four alternatives. They are advanced preparation, looking at the lesson, thinking about topic and without any preparation. The following figure shows the result.

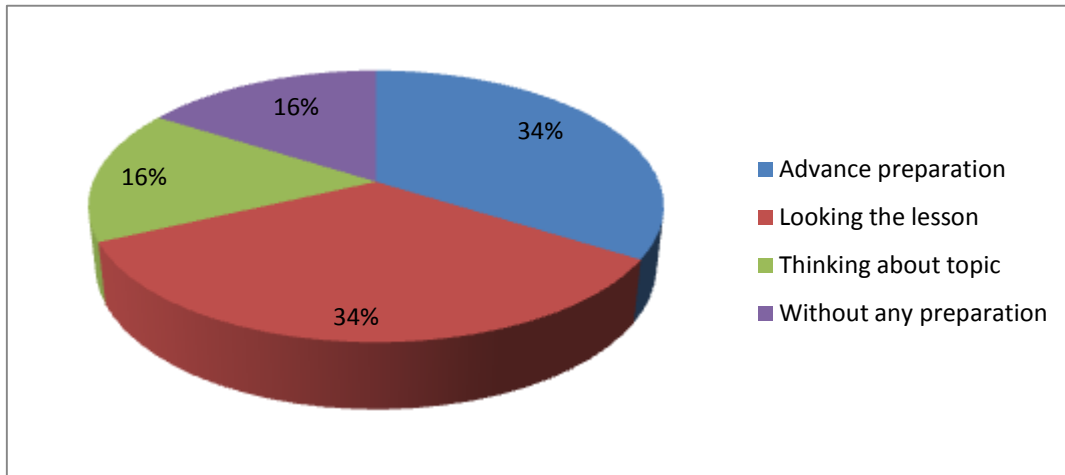


Chart No. 1 Preparation of Subject Matter

The first item was asked to identify what kind of preparation the students made before coming to school. In this item, 34% students responded that they came to class with advance preparation. On the other hand 34% of students opined that they come to school by looking at the lesson. Similarly, 16 % student comes to school thinking about the topic to be learned. Sixteen percent students come to school without any preparation. A large number of students were found to have some sort of preparation before coming to school.

2. Sitting in the Classroom

Second question deals with the proper arrangement of the students in the classroom and their intention towards the study. From this question, I wanted to know how many students sit in the first bench, in the middle bench in the last bench and anywhere.

TABLE NO 1
SITTING IN THE CLASSROOM

SN	Responses	No. of Students	Percentage
1.	In the first bench	20	40%
2.	In the middle bench	17	34%
3.	In the last bench	4	8%
4.	Anywhere	9	18%

According to their responses, students preferred to sit on the first bench of the classroom. In this item, 40% students preferred to sit on the first bench. Only 8% students preferred to sit on the last bench whereas 34% students preferred to sit on the middle. But 18% students responded that they sit anywhere in the classroom.

3. Understanding the Meaning

While reading, the students should give due attention to reading new vocabulary used in the text. It is said that the failure to understand a single vocabulary may hinder to understand the whole sentence. Here, I tried to know how students know the meaning of words. The following figure reflects the data.

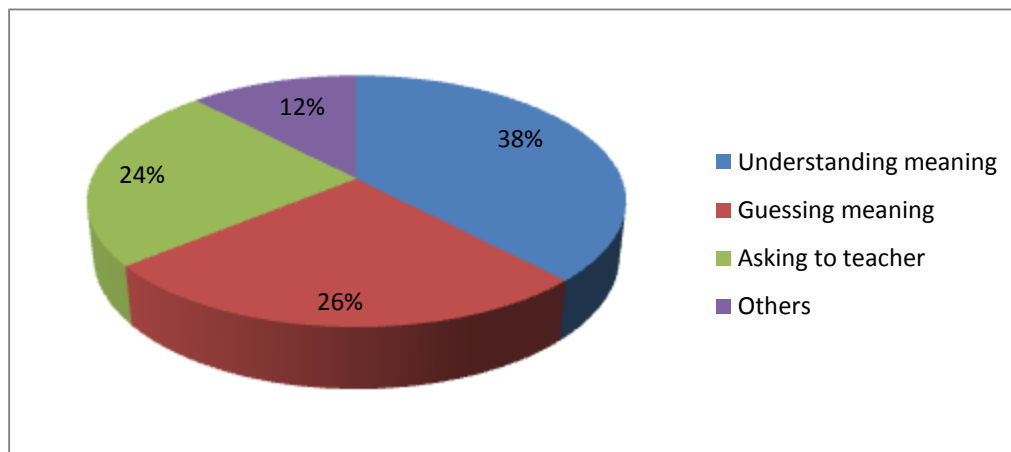


Chart No 2 Understanding the Meaning

The above chart shows that 38% students preferred to use dictionary to get the meaning of the new word. Most of them used it in their home and some students came in the class with pocket dictionary whereas 26% students responded that they preferred guessing meaning. Similarly, 24% students responded that they preferred to ask the teacher to know the word meaning. Only 12% students chose the last option i.e. others, where they wrote that they guessed the meaning first but later consult the dictionary.

4. Learning Correct Pronunciation

From this question, I wanted to know how students pronounce the new and difficult words. I gave three alternatives to them; they are teacher's imitation, using dictionary and others.

TABLE NO. 2
LEARNING CORRECT PRONUNCIATION

SN	Responses	No. of Students	Percentage
1.	Teacher's imitation	28	56%
2.	Using Dictionary	15	30%
3.	Others	7	14%

For developing correct pronunciation, 56% students responded that they imitate the teacher speech and 30% students use dictionary to learn the correct pronunciation of new words. The third option viz others were given in the questionnaire but only 14% students selected this option.

5. Reading Comprehension

This question deals with students' behavior while reading. To get the answer, I gave four options; they are teacher's explanation, reading silently, reading loudly and others.

TABLE NO. 3
READING COMPREHENSION

SN	Responses	No. of students	Percentage
1.	Teacher's Explanation	16	32%
2.	Reading silently	18	36%
3.	Reading loudly	11	22%
4.	Others	5	10%

For reading text and understanding it, 32% students responded that they like the teacher's explanation. Similarly, 36% preferred silent reading and 22% preferred loud reading for understanding the text. But 10% students chose the fourth option, viz. others and wrote that s/he prefers teacher's explanation and self study for reading comprehension.

6. Speaking

From this question, I wanted to know, how students develop their speaking power. I selected four alternatives; they are teacher's imitations, games and songs, interacting with teachers and discussion.

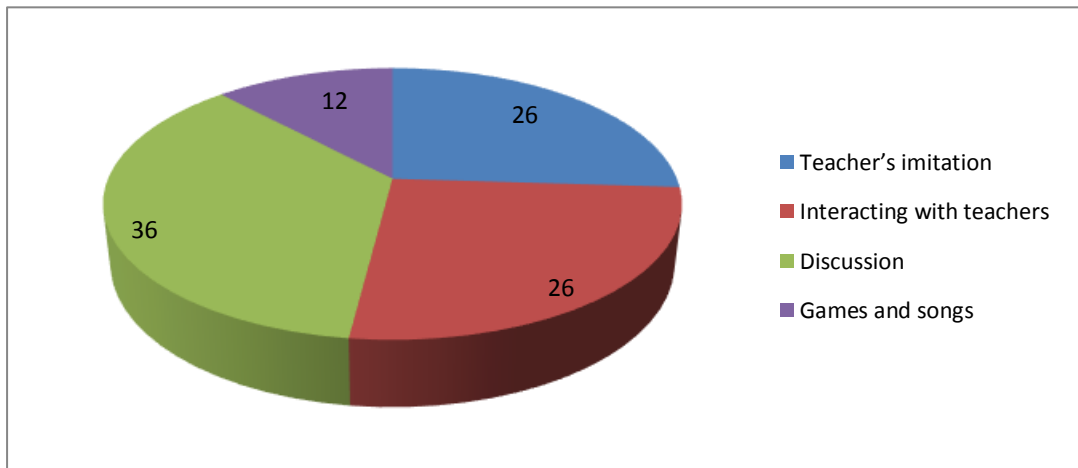


Chart No. 3 Speaking

For Speaking Practice, 26% students responded that they speak English by imitating the teacher's speech. However, 26% students responded that they interacted with teachers for speaking practice. Similarly, 36% preferred discussion technique. But 12% students preferred songs and games for practicing speaking skill. Manly students found to be interested in discussing with others.

7. Purpose of Reading

From this question, I wanted to know the reason behind reading the text. There are many purpose of reading among them, I chose four and they understand the message, taking pleasure, preparation for examination and getting a particular message.

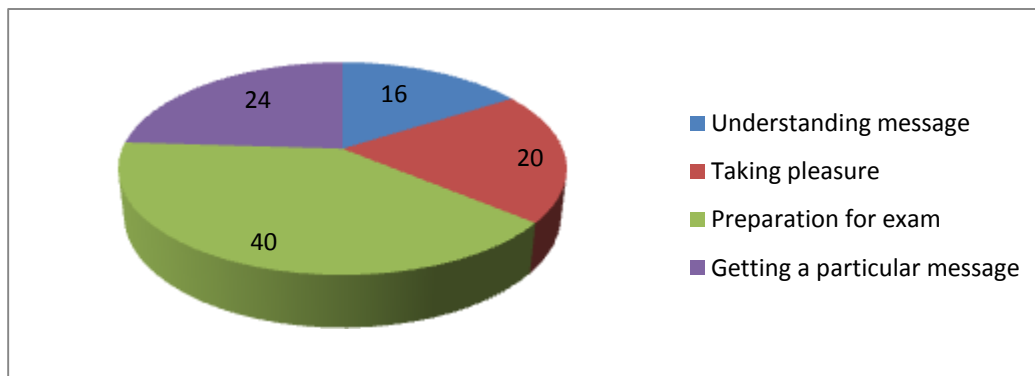


Chart No. 4 Purpose of Reading

For the purpose of reading, only 16% students responded that they read the text for understanding the general message that the text intends to give. Twenty percent responded that they read English texts for pleasure. A large number of students i.e. 40% responded that they read English text for preparation of exam. Similarly, 24% students expressed that they read for getting specific information.

8. Literature

From the eighth item, I wanted to know the student's interest in the literary genres. That is why, I gave four literary genres as options and they are poems, stories, essays and dramas.

TABLE NO. 4
LITERATURE

S.N.	Responses	No. of Students	Percentage
1.	Poem	10	20%
2.	Drama	21	42%
3.	Essay	13	26%
4.	Stories	6	12%

The eighth item was asked to identify which literary genre they like to read. In this item 20% students responded that they like poems. However, only 12% preferred stories and 26% preferred essays. Similarly, 42% students preferred dramas. It shows that the majority of student likes drama than other literary genres.

9. Ways of Reading Literature

From the ninth item, I wanted to know the different techniques employed by students to read the literature. I chose four alternatives for this question and they are translation, summary from guides and guess, asking the teacher to explain and using dictionary.

TABLE NO. 5
WAYS OF READING LITERATURE

S.N.	Responses	No. of student	Percentage
1.	Translation	16	32%
2.	Summary from market notes	8	16%
3.	Asking teacher	12	24%
4.	Using dictionary	14	28%

According to their responses, students mainly preferred to read the translatable version of literary texts. In this item, 32% students preferred translation. Only 16% read the literary texts by reading summary from market notes. Similarly, 24% students preferred to read the texts by asking the teacher to explain it. However, 28% students preferred to read with the help of using dictionary.

10. Using Reading Materials

Tenth question deals with different reading materials. For this, I gave four options. They are guides, guess paper, text books and all of above.

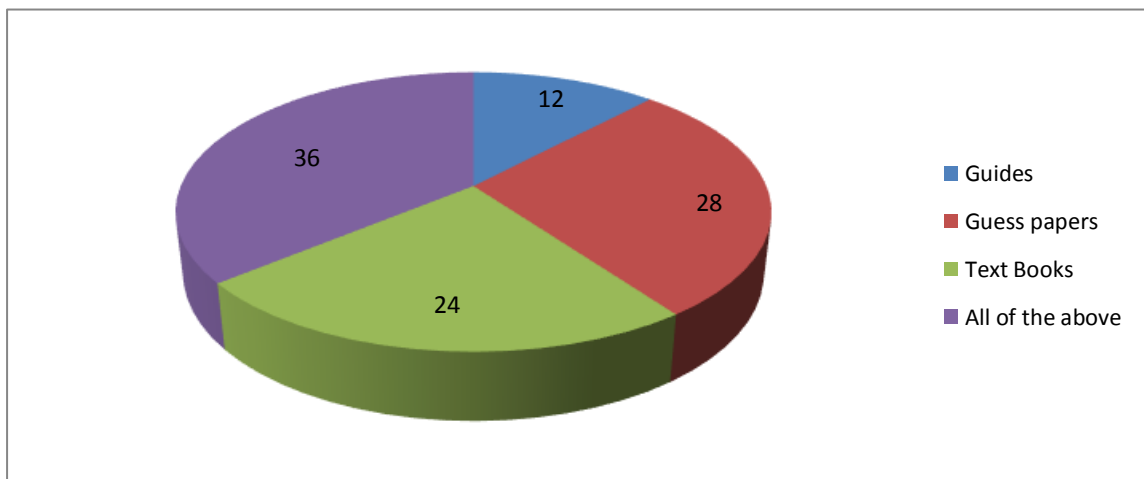


Chart No. 5 Using Reading Materials

The tenth item was asked to identify which material(s) they use for learning English. In this item, 28% students responded that they use guess papers. 24% of them responded that they used text books. Only 12% students responded that they used guide. But 36% students preferred to use all three materials i.e. textbooks, guides and guess papers. It shows that students preferred to use guides rather than textbooks and guess papers.

11. Talking in English

From this question, I wanted to know how often student’s use the English language. To know their interest toward the English language, I gave four alternatives; they are only at the school compound, only in the classroom, only with teacher and with all people.

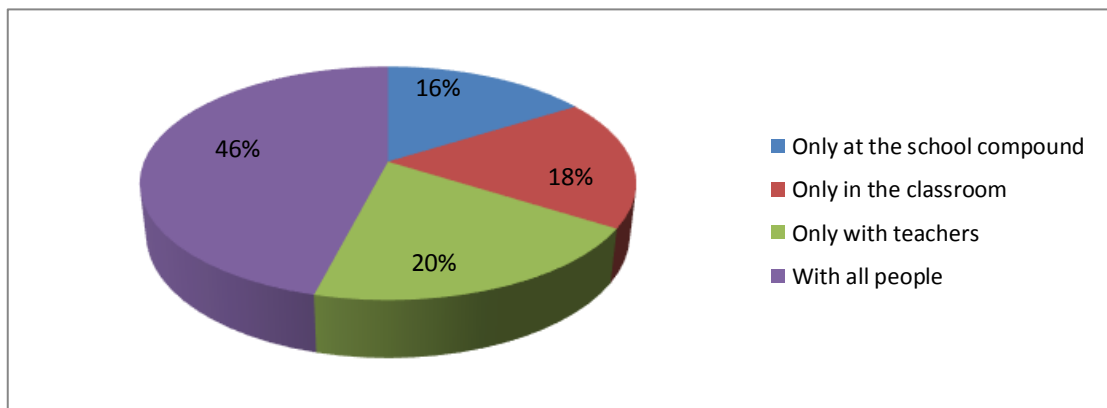


Chart No. 6 Talking in English

Many Students (46 %) responded that they liked to speak with all the people who can talk in English. But 16% students responded that they prefer to speak in English only at the school compound and 18% preferred to speak in English only in the classroom. Similarly, 20% preferred to use English while talking with teachers. They were found to be interested to speak in English.

12. Taking Extra Classes

From this question, I wanted to know how often students take extra class to strengthen their study. For this question, I selected four options. They are always, never, sometimes and only before exam.

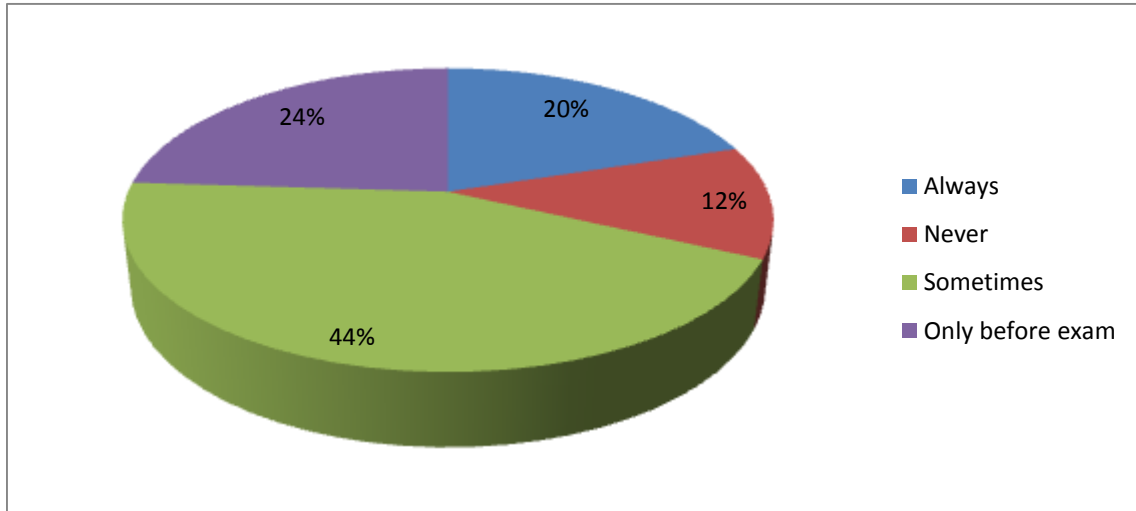


Chart No. 7 Taking Extra Classes

Regarding taking tuition, 44% responded that they take it sometimes. On the other hand, 20% responded that they always take tuition. Twenty four percent students take tuition only before exam; however, 12% responded that they never take tuition. It shows that the students prefer to take tuition sometimes.

13. Study Hours

Study plays a vital role in the learning process. Until and unless students did not labor hard, they will not get fruitful results. From the question number thirteen and fourteen, I wanted to know, how much time they generally read a day and at the time of examination. The following table presents the data.

TABLE NO. 6
STUDY HOURS

Hours	Usual Study		Study in Exam	
	No. of Students	Percentage	No of Students	Percentage
2	9	18	-	-
3	-	-	-	-
4	13	26	5	10
5	6	12	5	10
6	7	14	9	18
7	2	4	9	18
8	5	10	7	14
9	3	6	13	26
10	5	10	2	4

The above table shows that students read a few hours in general but they study many hours at the time of exam. More than 63 per cent students study less than four hours per day in general but more than 75 per cent students responded that they study more than five hours per day. It was found that no student read more than eight hours in general and very a few students read 9/10 hours. But many read more than 6/7 hours per day at the time of exam.

14. Consulting Old Questions

From this question, I wanted to know the students' interest towards previous years' questions and their use from examination point of view. For this question, I chose four alternatives; they are always, never, sometimes and only before the exam.

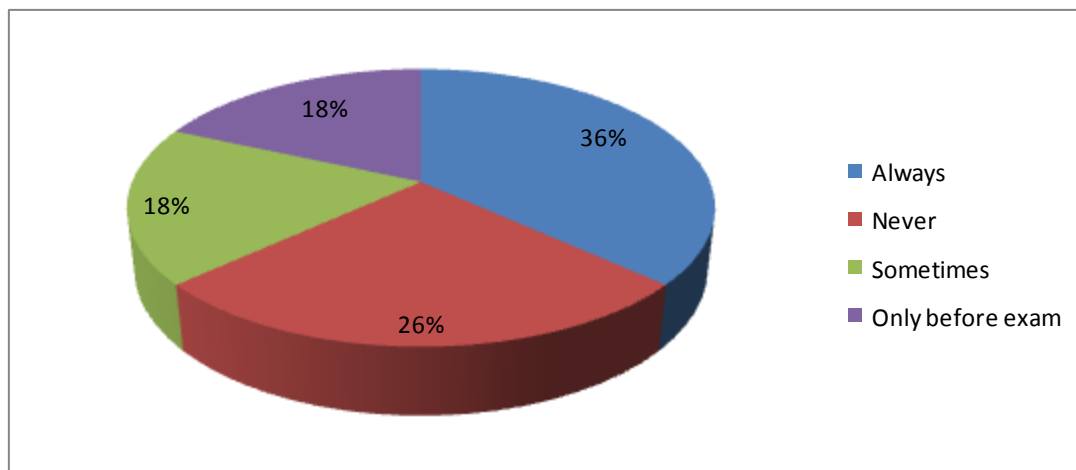


Chart No.8 Consulting Old Questions

Many students responded that they always consulted old questions and practiced them. In this item, 36% students forwarded this view. Similarly, 26% students sometimes consulted old questions. But 18% preferred to consult old Questions only before exam. However, a very few students i.e. 18% responded that they never consulted old questions. It was found that students prefer to practice from the old questions.

B. Analysis and Interpretation of the Data Obtained from the Observation Checklist

The researcher prepared an observation checklist as a primary tool for this research. For this, the researcher used two rating scale viz. "yes" and "no". The researcher observed the students behavior outside the classroom also at different times.

From the class observation, it was found that a good number of students used memory strategy. Highest number of students adopted this strategy. Some students used compensation strategy. Only few students used cognitive strategy. A less number of students have used both affective and social strategies.

1. Learning Activities in the Classroom

All together 50 students' activities were observed in the classroom. While observing classes, it was found that the teacher asks questions and students answer the teachers' questions but they rarely ask questions to their teachers.

In the observation it was found that most of the students learn the English language through rehearsal technique. They understand the subject matter with the help of teacher explanation. Teacher speaks a lot but students speak less.

Students preferred to improve their English by imitating the teachers' speech. It was found that students use English while talking to teacher but they mainly use Nepali while talking to their friends. Students were found to be less active than the teacher, if there was any difficulty.

2. Learning Activities outside the Classroom

Students were found to use Nepali while they are talking with friends. Students come out immediately when the teachers left the classroom. Many students were found discussing on other topics rather than the subject matter learned in the classroom.

V. FINDINGS FROM THE ANALYSIS

The principal aim of the present study was to find out the learning Strategies' used by students of Bachelor level. The data were collected from 50 students of two different colleges. The data were carefully presented in pie chart and tables and analyzed and interpreted to accomplish the objectives. The researcher used two tools, questionnaire and observation checklist.

Findings

On the basis of the analysis and interpretation of the collected data, the following findings were derived. The findings of the study are listed down under the following headings.

i. Findings of the data obtained from the questionnaire to the students.

ii. Findings of the data obtained from the observation checklist.

1. Findings from the Questionnaire to the Students

The researcher found a good number of students (36%) came to school with advance preparation. It was found that majority (35%) of students liked to sit on the first benches. It found that 38% students get meaning of new words using the dictionary. And the majority (56%) of students developed their pronunciation by imitating the teacher's pronunciation. One third of the students (36%) liked silent reading and teacher's explanation for reading comprehension. It was found that 38% students prefer discussion and interaction with teachers to develop speaking skill. The researcher found students prefer to read all literary genre but many of them 42% prefer drama. It was found that 32% students read

the literary text with the help of translation. The researcher found the students use guess paper mainly, however, they also use textbooks and guides. More than 46% students like to talk using English with all those people who can speak English. It was found most of the students study at home by making their own timetable. The researcher found most of the students read English texts mainly for preparation of exam. One third of total students (36%) consulted old questions and do practice a lot for preparing the exam.

2. Findings from Observation Checklist.

From the research, it was found that students were well motivated in the classroom. They rarely asked questions to the teacher but they were very good for answering teacher's questions. Teachers gave feedback to their students. Students followed Meta cognitive (rehearsal type of) activities to learn English in the classroom. Students did not talk about the subject matter outside the classroom. They used Nepali while talking with their friends.

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Ramesh Prasad Adhikary is an assistant professor of Tribhuvan University, Kathmandu, Nepal. He has been teaching English literature at M.M. Campus since 2007. He has completed his PhD in Existential philosophy and has been doing his research on English language, literature and literary theories. He has published more than 50 international articles and 18 books on various topics of English literature.

Elision of the Lateral Sound Sun Laam in Definite Article in Arabic (AL)

Osman Alteyp Alwasila Alteyp

The Department of English, College of Science and Humanities at Houtat Sudair, Majmaah University- P.O.Box66
Almajmaah, Kingdom of Saudi Arabia

Abstract—This study investigates: what kind of sound change in the lateral sound (sun laam) before the coronal sound of Arabic (/ʃ/, /ð/, /ð̣/, /s/, /ṣ/, /d/, /ḍ/, /n/, /z/, /ẓ/, /θ/, /t/, /ṭ/, and /r/); the extent to which the coronal and the vowel sound cause the elision of the lateral sound and whether the elision of sun laam is the main indicator of geminate the coronal sound. The sample of the study is a list of Arabic words containing the coronal sound of Arabic initially and preceded by a definite article. The significance of this study shows the benefit of describing and analyzing the distinctive features of the immediate sounds within continuant speech for finding out what exactly causes changes in a phoneme in such speech. A descriptive analytic approach is used to describe the distinctive features of the sun laam and the coronal sounds, as well as to analyze the linguistic environment (the sound pattern including the definite article /ʔ/ /al/ before the coronal sound). The most important results are: the sun laam is completely elided before the coronal sounds. The elision of Sun Laam and the intensity of the vowel sound shape the geminate of the coronal sound.

Index Terms—elision, assimilation, consonant sounds, distinctive features, vowel sounds, Arabic language, sun laam

I. INTRODUCTION

In Arabic, pronunciation often conforms to the spelling, but in connected speech, one sound may influence or be influenced by the preceding or following sounds. Some oral sounds are changed to nasal sounds because of /n/ or /m/ occurring before or after the oral sounds. A voiced sound is changed to voiceless, or a tense sound is changed to a lax sound. These changes occur to these sounds because they lose some of their phonological distinctive features. This phenomenon is also common in English and is called by different terms due to the nature of the sound change, such as assimilation and elision (Ofulue et al., 2010).

Assimilation is a phonological process in which two neighbouring sounds one is changed to another because of some degree of similarity between their distinctive features. Elision is viewed by Roach (2009) as a phonological process that leads to producing zero vowel or consonant sounds. Rishidi and Shokrollahi (2010) report that the occurrence of elision is conditioned by the intervocalic position, coda position, and final position. Elision involves blocking or fortition environments of word-initial position or onset of stressed syllables where a consonantal change increases the degree of stricture.

A. Research Problem

Many Arabic studies have indicated that the lateral sound *sun laam* in a definite article in Arabic is completely assimilated by the coronal sounds after thoroughly reading many questions that have been raised about this phenomenon. The answers to these questions may show what kind of sound changes occur to the *sun laam* in a definite article and what causes motivate speakers of Arabic to change these sounds.

B. Research Questions

In the light of the above results from different related studies, many questions must be addressed to find the reasons why the *sun laam* is changed before the coronal sounds.

- (1) Why is the *sun laam* in the Arabic definite article Al /ʔ/ not assimilated by a coronal sound?
- (2) Why is the *sun laam* in the article Al /ʔ/ elided before a coronal sound?
- (3) Do the stressed coronal consonants of Arabic after the *sun laam* indicate any essential evidence of the *sun laam* being elided before them?

II. REVIEW OF RELATED LITERATURE

The *sun laam* sound /l/ in the definite article /ʔ/ in Arabic has two different pronunciations: one prominent and one assimilated by the neighbouring coronal sounds. According to ALmusawee (2007), the sound /l/ will be assimilated if the *sun laam* sound /l/ in the definite article /al/ precedes one of the coronal sounds (/ʃ/, /ð/, /ð̣/, /s/, /ṣ/, /d/, /ḍ/, /n/, /z/, /ẓ/, /θ/, /t/, /ṭ/, and /r/). This occurs because both sounds are very close in articulation. Here, *laam* is called the *sun laam*. Hall (1997) claims that such assimilation happens completely when the *sun laam* is before one of the coronal

consonants.

On the other hand, Heselwood and Watson (2013) reject the kind of assimilation of *sun laam* before coronal consonants of Arabic. To support their claim, they use illustrative acoustic and electropalatographic data. The results show there is not any evidence that Arabic speakers assimilate the *sun laam* to /z/, as in *al-zaffa*. They conclude that the articulation of the *sun laam* in the definite article before a coronal sound does not have the *sun laam* /l/, claiming that the existence of the *sun laam* /l/ is orthographically based and that it is risky to base any phonological analysis on orthographic evidence. Interestingly, they argue that the *sun laam* is not assimilated by the following coronal consonant. They conclude that the *sun laam* sound is elided and is not pronounced when followed by coronal consonants. They claim that the stress that occurs in a definite article plus a coronal consonant is not the result of simultaneous assimilation and that they should be considered as ‘true’ geminates, not assimilatory geminates.

Many questions have been addressed after reviewing the different conclusions by ALmusawee (2007) and Hall (1997). They do not base their claims on phonological analysis but on Sibawayh’s assumption, which states that in the production of coronal sounds, one or both of the two rims of the tongue glide and touches the point of articulating the *sun laam* /l/ and mixes with it. This phonological description neglects the different distinctive features of both the coronal and the *sun laam* sounds of Arabic. The two rims of the tongue take different shapes while articulating either *sun laam* or the different coronal sounds of Arabic. Heselwood and Watson (2013) reject the assimilation of *sun laam* because their study shows that there is no *sun laam* before articulating a coronal sound. They confirm that the *sun laam* in the definite article /l/ is assimilated by the coronal sound, as in word *alzam* /alzam/ (‘most necessary’), as well as the optional assimilation of word-final /l/ and in the word-initial /r/ in *ħabil raft* (‘a thin rope’).

III. METHODOLOGY

The sample examined in this study is a list of words that start with coronal sounds and are preceded by the definite Arabic article *al* (/l/). The study procedures are mainly based on the description of the distinctive features of the sound pattern of /al/ + coronal sound individually and in the articulation of continuant speech. All conclusions are obtained by means of a description comparison and analysis (a descriptive analytical method). To answer the research questions, a descriptive analytical approach must be used to:

- Describe the distinctive features of the lateral sound the *sun laam* /l/ and the coronal sounds to determine whether the lateral sound shares some of the distinctive features of the coronal sounds
- Compare the distinctive features of the coronal sounds of Arabic to the distinctive features of the lateral sound *sun laam* /l/ so as to find out what reason makes speakers change the sound before the coronal sounds of Arabic
- Describe the components of the linguistic environment where the sound /l/ is changed from *sun laam* /l/ to another sound
- Describe the articulation of each sound pattern including the definite article *al* / l/ + a coronal sound in continuant speech
- Analyse the continuant articulation of the whole sound pattern including the definite article *al* / l/ + the coronal sound to describe how the *sun laam* changes the articulation of the whole pattern
- Introduce the precise causes that lead the *sun laam* to lose its quality in its continuant articulation in the sound pattern of definite article + coronal sound

IV. RESULTS AND DISCUSSION

Assimilation is defined as replacing a sound by an adjacent sound because of the degree of similarity between them. To arrive at concrete answer, we should review the different distinctive features of the sounds *al* + coronal sounds individually. Furthermore, we must examine the different distinctive features of the *sun laam* in *al* / l/ to know whether there is similarity between them or not and to verify or reject the claim that /l/ is completely assimilated by the succeeding coronal sound.

A. Description, Analysis, and Discussion of the Result of Question 1

Table 1 presents the different distinctive features of the coronal sounds and lateral sounds in Arabic (the *sun laam*). The table shows that the different distinctive features of the coronal sounds /t/ and /t̤/ are alveolar stops, as are /d/ and /d̤/. /s/ and /s̤/ are alveolar fricative. /ʃ/ is palate-elveolar. /z/ and /z̤/ are alveolar fricative. /θ/ and /ð/ are dental fricative, and /n/ is alveolar nasal.

TABLE 1.

Group	Consonant sounds	Place of articulation			Manner of articulation				Voicing		Resonance		
		Dental	Alveolar	Palato- alveolar	Complete (stop) closure	Partial closure (affricate)	Narrow passage (fricative)	Lateral Sound		Voiced	Voice less	Oral	Nasal
								Lateral /liquid	Non-liquid latera				
A	/ʌ/		+		+						-	+	
	/ʌ/		+		+						-	+	
	/d/		+		+					+		+	
	/d/		+		+					+		+	
	/s/		+				+				-	+	
	/s/		+				+				-	+	
	/ʃ/			+			+				-	+	
	/θ/	+					+				-	+	
	/z/		+				+			+		+	
	/ð/	+					+			+		+	
	/z/		+				+			+		+	
B	/ʌ/		+					+	-	+		+	
	/r/		+					-	+	+		+	

The first group of sounds shows no similarity in their manner of articulation, place of articulation, and voicing features. The second group are the *sun laam* /ʌ/ and /r/, which are alveolar and lateral. The *sun laam* sounds /ʌ/ and /r/ show similarity in their place, manner, and voicing features, so the first kind of assimilation to the *sun laam* is caused by /r/ because this coronal sound has the same manner of articulation as the lateral sound /ʌ/.

The comparison shows big differences between the distinctive features of the first group of coronal sounds and the second group of lateral coronal sounds. Therefore, if the *sun laam* sound /ʌ/ in the definite article /al/ /ال/ is followed by coronal sounds, it will not be assimilated by them in continuant speech because assimilation occurs when two sounds have the same manner of articulation. Examples include as in the Arabic words /التمر/ (/altamr/ (date)), الطير (al-teir (birds)), الديك (al-deek (rooster)), الضب (aldhb (lizard)), السماء (alsama (sky)), الصبر (alsaber (patience)), الشهد (alshahd (honey)), الثمن (althaman (price)), الزمن (alzaman ((time)), الذئب (althib (wolf)), الظرف (aldharf (circumstance)).

These results are in agreement with those of Heselwood and Watson (2013) in that no assimilation occurs for the *sun laam* /ʌ/ in the definite article before the coronal sound. But the *sun laam* /ʌ/ is assimilated by the coronal sound /r/ only because the two sounds have the same place and manner of articulation, as in the example used by Heselwood and Watson (2013) in *habil raft* (a thin rope). Heselwood and Watson (2013) claimed that the *sun laam* sound /ʌ/ disappears when followed by a coronal sound in Arabic. It seems there that a complete elision occurs to the *sun laam* before the coronal sounds. The question arises of what causes the *sun laam* disappear after the coronal sounds. The cause does not concern the orthographical system of Arabic because almost Arabic spelling conforms to Arabic pronunciation. To arrive at concrete causes, the sound patterns of the *sun laam* + the coronal sounds must be analysed in the definite article in Arabic.

The phonological analysis focuses on the distinctive features of the *sun laam* and the coronal sound. The following table shows the environment and circumstances where the *sun laam* is elided before coronal, alveolar, or stop sounds. The same results are not confirmed by the results of Amusawee (2007), who states that the *sun laam* is assimilated by the coronal sound because it is the sound adjacent to /ʌ/.

B. Description and Analysis of the Result of Question 2

The following table presents a description of a continuant articulation of the sound pattern /al/ + coronal sound. It also shows how the *sun laam* /ʌ/ loses its distinctive features when preceding a coronal sound and how the coronal sounds influence the preceding /ʌ/ regressively.

TABLE 2.

/l/	The lateral sound
Alveolar	Place of articulation
Lateral/ Continuants	Manner of articulation
Lenis	Force of articulation
The side rims of the tongue do not lower for making a hole for air to escape through it because the succeeded sounds need great amount of air to be blocked behind for sudden	The mood of the tongue
Elision	Sound change
The air stream for producing the lateral sound is blocked by the two lips because the stop sounds are stronger than the lateral sound.	The reason for the sound change
Air is completely blocked by the two lips	The flow of air stream
Intervocalic and blocked by stop sound	Linguistic environment
/d/ /t/ /d/ /t/	Consonant sounds
Alveolar	Place of articulation
Stop	Manner of articulation
Explosion with sudden release	Force of articulation
The stop sounds are geminated	Sound change
Intervocalic after the elision of the lateral sound	Linguistic environment

Referring to table 2, in the patterns /al+t/, /alt/, /ald/, and /ald/, /t/, /t/, /d/, and /d/ are described as stops and alveolar sounds, and the *sun laam* /l/ is a lateral, alveolar, or voiced sound. In the production of these patterns, the tip of the tongue touches the alveolar ridge firmly, but here, the air stream either escapes from one or both holes made by the two sides of the rims of the tongue and the upper molars to produce the *sun laam*. Otherwise, it will be completely blocked by the closure made by the two lips before the expected sudden release for producing the stop sounds /t/, /t/, /d/, and /d/.

If the air stream escapes through the hole between the upper molars and side rims of the tongue, the vocal tract will produce /l/, and there must be a vowel sound before producing the stop sounds because the production of the stop sound requires a great amount of air to be blocked by the two lips. To articulate the same alveolar stops and alveolar lateral sounds, /i/ is inserted. This kind of insertion may lead to a change in the meaning of the word or a strange word. To avoid such a vowel insertion between the *sun laam* /l/ and the stop sounds, we need to compare the resistance feature (the force of articulation) of the *sun laam* /l/ and stop sounds.

Stop sounds need a great amount of air and muscular tension to block air behind the closure for sudden release (explosion), while the lateral sound does not need such energy to release air through the hole made by the upper molar and the side rims of the tongue. Thus, in terms of the force of articulation, the priority of the sound production will be for the stops, and the lateral sound will be elided to avoid inserting any kind of a vowel sound.

The following table shows the linguistic environment where the *sun laam* is changed because of the succeeded sound in an Arabic word starts with the definite article followed by /s/, /z/, /ð/, or /θ/. For the production of the *sun laam* before /s/, /z/, /ð/, or /θ/, the tip of the tongue touches the alveolar ridge firmly, making holes between the upper molars and the two side rims of the tongue, and air stream escapes through them.

TABLE 3

/l/	The lateral sound
Alveolar	Place of articulation
Lateral/ Continuuant	Manner of articulation
Lenis	Force of articulation
The side rims of the tongue do not lower for making a hole for air to escape through it because the succeeded sounds needs great amount of air to be escaped through a narrow passage with audible friction. Tip of the tongue touches the upper teeth making the same narrow. For the production of tip of the tongue comes in contact with above the hard palate making a narrow passage and air escapes with friction while articulating this sound	The mood of the tongue
Elision	Sound change
The air stream for producing the literal sound escaped through a narrow passage formed by either tip of the tongue with alveolar ridge or with upper teeth with audible friction.	The reason for the sound change
Air is completely blocked by the two lips	The flow of air stream
Intervocalic and blocked by stop sound	Linguistic environment
/s/	Consonant sounds
/z/	
/ð/	
/θ/	
/ʃ/	
Alveolar	Place of articulation
Fricative	Manner of articulation
Audible friction	Force of articulation
The alveolar and dental sounds are geminated	Sound change
Intervocalic after the elision of the literal sound	Linguistic environment

The coronal sounds /s/, /z/, /ð/, and /θ/, are described as alveolar fricative, and during their production, the tip of the tongue comes in contact with either alveolar, making a narrow passage for the production of /s/, /z/, and /ð/, or with the upper teeth to produce /θ/. If the air stream escapes through these narrow passages, the sound /l/ must be elided because the sounds /s/, /z/, /ð/, and /θ/ are more fortis and articulated and are parts of words, while *al* /ʌ/ is considered as a prefix. The tip of the tongue plays an essential role in the production of *sun laam* and the coronal sounds /s/, /z/, /ð/, and /θ/.

The problem is that if the air stream escapes through the hole for producing the *sun laam* /l/, the speaker is not immediately able to produce the *sun laam* + one of the coronal unless /l/ is inserted between the consonants (the *sun laam* /l/ + coronal sound). This insertion makes another phonological problem. The *sun laam* in this combination of sounds must be elided to ease the pronunciation of the succeeded sound. As reported by Rishidi and Shokrollahi (2010), the entire linguistic environment where the *sun laam* is elided is conditioned by the intervocalic position ‘Al + coronal = (a) V + elided /l/ + coronal consonant’ (blocked by forition environment).

C. Description and Analysis of the Results of Question 3

TABLE 4.

Sound pattern	Sound pattern after the elision of the <i>sun laam</i>	Arabic word written in English	Words written in Arabic	Meaning of Arabic words in English
Alt	الت	atmr	التمر	Date
Alt	الظ	ateir	الطير	Birds
Ald	الد	adeek	الديك	Rooster
Ald	الض	adab	الضب	Lizard
Als	الس	asama	السماء	Sky
Als	الص	asaber	الصبر	Patience
Alz	الز	azaman	الزمن	Time
al ð	الد	azeb	الذئب	Wolf
al Z	الظ	azarf	الظرف	circumstance
al θ	الث	athaman	الثمن	Price
alʃ	الش	ashahd	الشهد	Honey

After the elision of the *sun laam* before a coronal sound, the coronal sound is geminated in comparison to an uncoronal sound after the *moon laam*. Does the elision of the *sun laam* have any influence in geminating the coronal sound in the definite article of Arabic (ال)? The sound pattern ‘alt’ was analysed in its immediate sound in the word

'altmar' (date) in the presence and absence of the *sun laam* to determine the extent that the elision of the *sun laam* influences germination of the coronal sounds.

If a speaker of Arabic makes the *sun laam*, the sound /i/ is inserted to ease the pronunciation of the two consonant sounds /l/ + coronal sound. The pronunciation of the pattern a+l+t in altamar will be ALtimer. This occurs because in Arabic phonology, there is a rule that governs this sequence of two consonants by inserting the front half close vowel /i/, as mentioned before, and such an insertion leads to a change in the meaning of the word. Is there evidence that the *sun laam* is elided before them? The condition of the coronal sound /t/ after the elision of the *sun laam* is that the coronal sound /t/ is under the influence of the vowel sound. The sound pattern of the a+Ø (elided sound) + t was analysed using the following table.

TABLE 5.

Vowel sound	Distinctive feature	The elided /l/	The coronal stop sounds	Distinctive feature	Geminated stop sound
/a/	Continuant tense	Ø	/t/	Stop, fortis	The intensity of the vowel extends to the stop /t/ because of the elision of /l/

In the production of a vowel sound, the air stream passes freely in the oral cavity without any obstruction, but this amount of air passes without escaping through the hole that is made by the rims of the tongue and the upper molars because the lateral sound is elided. The immediate blockage that is made by the two lips already blocks an amount of air. The extension of scraping air for producing the vowel /a/ before the elided *sun laam* /l/ adds force to the articulation feature to the stop sound /t/ and makes it more intense than the articulation of a normal stop. The result of this analysis was confirmed by O'Leary (1963), who states that the elided sound loses its diacritical mark, it becomes 'silent', and the second sound (the coronal sound) becomes geminated.

V. CONCLUSION

The main findings of the study are as follows:

- (1) The *sun laam* is assimilated by the coronal sound /r/ because the two sounds have the same manner and place of articulation, as well as being located in the pattern /alrajul/ (man) as adjacent sounds.
- (2) The disappearance of the *sun laam* in the definite article of Arabic before an Arabic word that starts with one of the coronal sounds /j/, /ð/, /ð / /s/ /s/, /d/ /d/, n, /z/, /z/, /θ/, /t/, or /t/ does not belong to any kind of assimilation.
- (3) The loss of the *sun laam* in the definite article of Arabic before words that start with one of the coronal sounds is a process of sound elision. This occurs because of the influence of the distinctive features of the coronal sound after the *sun laam* because they are stronger than the *sun laam*. An Arabic speaker needs to use more muscular tension to pronounce them.
- (4) The geminated coronal sound appears after the elision of the *sun laam* in the definite article because the extension of the vowel sound's intensity adds more force to the coronal sound. Furthermore, it makes the sound more intensive (the geminated sound) than the normal coronal sound.

ACKNOWLEDGMENTS

The author would like to thank Deanship of Scientific Research at Majmaah University- Kingdom of Saudi Arabia for supporting this work.

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Osman Alteyp Alteyp, Phd in English Language (Phonetics), 2013, Mater of Arts, 2008, Post Graduate Diploma 2006, Bachelor of (Arts and Education), 2004, University of Khartoum. He was born on 1.1.1979. Sennar, Republic of the Sudan. He is assistant professor, The Department of English, College of Science and Humanities at Hautat Sudair Majmaah University- P.O.Box66 Almajmaah .www.mu.edu.sa Kingdom of Saudi Arabia. Email: o.awasila@mu.edu.sa. He has published a paper, International Journal of Applied Linguistics and English Literature. <http://dx.doi.org/10.7575/aiac.ijalel.v.8n.5p.107>.

A Corpus-based Case Study on the POS Tagging of Self-referential Lexemes in the *Contemporary Chinese Dictionary*

Jun Zhang

Zhaoqing University, Zhaoqing, China

Heng Zhang

Nanchang Normal University, Nanchang, China

Abstract—The POS tagging in the 5th edition of the *CCD* has been revised in the 6th and the 7th editions. The noun POS of most sports and science lexemes are deleted, and their senses of noun (self-referential senses) are included into verbs. However, most of these lexemes can be used as nouns intuitively, and their noun POS and senses should exist. Based on the grammatical functions of words (Xv & Tang, 2006) and the two-level word class categorization theory (Wang, 2014), this study conducts a corpus-based case study of a science lexeme “guina”. The result shows that “guina” not only has self-referential usage, but has high token frequency, with 133 occurrences accounting for 42.8% of the total usages, and rich type frequency widely distributed in “guina + (的) + NP”, “NP + (的) + guina”, “VP + guina”, “guina + VP” and “PP + guina”, which conforms to the criterion of conventionalization. Therefore, it is necessary to tag the noun POS and to set up the self-referential sense for “guina”. This research has an implication for solving the POS tagging problem of self-referential lexemes in the *CCD*.

Index Terms—part-of-speech, the *Contemporary Chinese Dictionary*, corpus, self-referential lexemes

I. INTRODUCTION

The *Contemporary Chinese Dictionary (CCD)* is an original normative dictionary of modern Chinese, which is compiled by the Institute of Linguistics of the Chinese Academy of Social Sciences and published by the Commercial Press. It is one of the most important reference works for learning Chinese and an important blueprint dictionary for compiling Chinese learner’s dictionaries and Chinese-Foreign Language bilingual dictionaries (Zhang, 2010a, 2010b; Hu, 2013, 2014). Its authoritativeness and scientificity are second to none^①, and it has the reputation of milestone in the history of Chinese dictionary making (Cao & Wu, 2002). Since the 1st edition was officially published in 1978, the *CCD* has been published to the 7th edition in 2016.

Part-of-speech (POS) tagging is of great significance in language teaching, bilingual dictionary making and natural language processing. The 1st edition of the *CCD* only showed the POS information for most functional words, common pronouns and quantifiers in definitions. The 3rd edition began to tag POS for disyllabic and polysyllabic Chinese characters. A comprehensive POS tagging was not achieved until the 5th edition (Xv & Tan, 2006; Jiang, 2013). However, due to the complexity and flexibility of the sentence structures of modern Chinese and the lack of corresponding morphological changes or marks when the same word appears in different syntactic positions, the problem of POS tagging in modern Chinese has not been solved well and has been perplexing modern Chinese grammarians and dictionary compilers for several decades. Although the 5th edition of the *CCD* has achieved comprehensive POS tagging, the accuracy of the POS tagging has been constantly questioned (e.g. Wang, 2009, 2010, 2013; Hou, 2017; Yang, 2019).

In view of this, the editorial board of the *CCD* has made two revisions on the basis of the 5th edition, and published the 6th edition and the 7th edition respectively. In order to ensure the consistency of the POS tagging within the dictionary as much as possible^②, the noun POS of most sports and science lexemes such as “kualan” (跨栏), “huabing” (滑冰), “sheji” (射击), “yanyi” (演绎), “guina” (归纳) and “shijian” (实践) are systematically deleted and the senses of which are included into verbs. Here we take “guina” as an example:

【归纳】<动> 归拢并使有条理（多用于抽象事物）：大家提出的意见，～起来主要就是这三点。<名> 一种推理方法，由一系列具体的事实概括出一般原理（跟“演绎”相对）。(5th edition of the *CCD*)

^① http://www.china.com.cn/guoqing/2012-07/16/content_25917832.htm

^② In the 5th edition, the POS tagging for the same type of words is not consistent or even contradictory with each other, for example, all the lexemes of sports do have the sense “one of the sports events”, but some are labeled as mono-category words of verb, while others are labeled as bi-category words of noun and verb.

【归纳】<动> ① 归拢并使有条理（多用于抽象事物）：大家提出的意见，～起来主要就是这三点。② 一种推理方法，由一系列具体的事实概括出一般原理（跟“演绎”相对）。(6th and 7th edition of the *CCD*)

In the 5th edition, “guina” is labeled as both verb and noun, but it is only labeled as verb in the 6th and 7th editions. The noun POS is not only deleted, but the sense “一种推理方法” (a way of reasoning) is included into the verb. Based on the principle of grammatical functions of words, which is adopted by the compilers of the *CCD* since 5th edition (Xv & Tang, 2006), and the two-level word class categorization theory (Wang, 2014), this study conducts a corpus-based case study of the usage patterns of “guina”, so as to answer the following questions:

- 1) Is there a noun usage of “guina”?
- 2) If so, does the noun usage need to be labeled independently?

II. THEORETICAL BASIS

A. The Criterion of POS Classification

In an article explaining the POS tagging in the 5th edition, Xv & Tan (2006, p. 26), the compilers of the *CCD*, point out: “The grammatical meaning is the internal basis of the classification of POS, while the grammatical function is the external performance of POS, the two are closely related. In POS tagging, the grammatical meaning and the grammatical function should be considered together, but the actual operation of tagging is mainly based on the grammatical functions of words.” The grammatical functions of words mainly include two aspects: 1) the ability to perform a certain syntactic function and the size of this ability, for example, whether a word can be used as a subject, predicate, attributive or complement; 2) the ability to collocate with other words, for example, whether a word can be modified by an adverb, quantifier or followed by “le” (了), “zhe” (着) and “guo” (过). At the same time, they also elaborate the specific judging criteria for 12 major word classes or POS such as noun, verb, adjective, and adverb. Since this study mainly deals with the problem of the nominalization of verbs, we will cite the two criteria adopted in the *CCD* for judging nouns and the verbs (Xv & Tan, 2006, p. 26).

Noun: Can be used as a subject and an object (猫捉老鼠); can be used as an attributive (木头桌子, 邻居的孩子); can be modified by quantifiers (一盏灯, 三辆汽车); generally cannot be modified by adverbs (不青年, 很桌子). The grammatical meaning of noun is the name of people and concrete or abstract things; the definition in a dictionary is manifested as nominal.

Verb: Can be used as a predicate (他知道); can be used with “le”, “zhe” and “guo”; can be negated by “bu” (不) and “mei” (没) (不看, 没回来); most have objects (吃苹果) or complements (洗干净); generally cannot be modified by degree adverbs such as “hen” (很) and “tai” (太). If it can be modified by degree adverbs and have objects, it is still classified as a verb (很喜欢他). The grammatical meaning of a verb is to express the action or behavior of a person and the change or existence of things; the definition in dictionaries is manifested as verbal (买: 拿钱换东西).

It should be noted that the POS tagging criterion is consistent with the currently mainstream view of modern Chinese scholars on POS, that is, the classification of POS should be based on the grammatical functions of words, and the meaning is only for reference (e.g. Chen, 1978, p. 38-57; Zhu, 1982, p. 37; Lv, 1979, p. 33; Lu, 1994; Guo, 1999; Shen, 2009; Fan, 2016).

B. The Two-level Word Class Categorization Theory

The grammatical function criterion of POS classification has been clearly established and adopted by both modern Chinese grammarians and the *CCD* compilers, but due to the incomplete understanding of the nature of POS and the failure to clarify the relationship between individual words (word tokens) at the parole level and vocabulary words (word type) at the language level, there is no consensus on at which level words should be tagged with POS in a dictionary. According to the two levels that words exist and the linguistic view of the complex adaptive system, Wang (2014) puts forward the Two-level Word Class Categorization Theory, which has been perfected and applied in a series of studies (e.g. Wang & Huang, 2017; Wang & Yang, 2017; Wang, Huo & Deng, 2019).

The theory holds that the categorization of word classes occurs at two levels: 1) the categorization of individual words at the parole level; 2) the categorization of vocabulary words at the language level. The former refers to a speaker’s propositional speech behavior (reference, statement and modification), while the latter is reflected as an unconscious self-organizing process of a speech community, the core of which is conventionalization or qualitative change.

Regarding how to determine whether a certain usage has been conventionalized, Wang & Chen (2014) propose four criteria: 1) token frequency; 2) type frequency; 3) diachronic distribution; 4) register distribution. Diachronic distribution and register distribution have important reference value, but token frequency and type frequency are decisive for judging whether a usage has been conventionalized. The decisive role of token frequency lies in the promotion of the fixation or conventionalization of individual words, while that of type frequency lies in the promotion of the fixation or conventionalization of more abstract schemas (Evans & Green, 2006, p. 188), which is closely related to the productivity of language structures (Bybee, 2010, p. 95). Therefore, this study intends to conduct a

comprehensive survey of the token frequency and type frequency of “guina” with the aid of the Modern Chinese Corpus of the National Language Commission.

III. METHODS

A. Research Tool

What a general dictionary describes is language facts or the actual uses of language, thus the compilation of a general dictionary is naturally inseparable from the support of natural language data. As collections of natural language texts or discourses, corpora play an important role in dictionary making and provide the most authentic and effective contextual support for the selection and establishment of lemmas, senses division, definition writing, POS tagging, examples selection and writing, grammatical and pragmatic information annotation, etc., which all require statistical operations and abstract analysis of a large number of related language data (Zhang & Yong, 2007, p. 105-106).

The Modern Chinese Corpus of National Language Commission is a large-scale balanced corpus, which contains 9487 language samples (texts) with a total of 100 million Chinese characters. Among them, the annotated corpus (a subset of the modern Chinese general balanced corpus) has about 50 million Chinese characters. The initial data (when the corpus was first built) show that the language data in the corpus are from humanities and social sciences accounting for 60%; natural sciences (including agriculture, medicine, engineering and technology) accounting for 6%; newspapers and comprehensive publications accounting for 26%; practical writing, such as various government documents, notices, letters, brochures, advertisements, etc. accounting for 8%. The language data in the corpus are collected from 1919 to 2002, and most of them are for the last 20 years. The language data provided for online search have been divided and tagged on the basis of word unit and can be searched by “word” and “word class”. As a general corpus, the National Language Commission Modern Chinese Corpus can represent the whole picture of modern Chinese in terms of characters, vocabularies, grammars and semantics (<http://corpus.zhonghuayuwen.org/>).

B. Research Process and Data Collection

We first type “guina” into the searching column of the Modern Chinese Corpus of the National Language Commission, and then choose the searching conditions of “whole word matching”, “labeled data” and “data source” in the condition column. Finally, we retrieve 291 language examples (sentences and passages) with a total of 318 occurrences (sometimes 2, 3 or even 4 occurrences appear in one language example). After manual identification, all of the 291 language examples with 318 occurrences are valid language data. In view of the relatively small number of language data, an exhaustive analysis and counting of the POS of the retrieved data are performed. The result shows that the verb usage of “guina” accounts for 97.5%, a total of 310 occurrences, and noun usage accounts for only 2.5%, a total of 8 occurrences (see Table 1).

TABLE 1
THE POS OF “GUINA” IN THE ANNOTATED CORPUS

Word class	number	proportion
Verb	310	97.5%
Noun	8	2.5%
Total	318	100.0%

However, in the statistical process, we find that the POS tagging of “guina” in the corpus is not accurate, for example:

1. 有/v 了/u 这些/r 事例/n 和/c 比较/d , /w 再/d 由此/d 提出/v 各种/r 归纳/v 假说/n , /w 力图/v 排斥/v 玄/a 思/v 妙/a 想/v , /w 以/p 达到/v 客观/a 规律/n 。 /w

2. 他/r 特别/d 提出/v 归纳/v 不同/a 于/p 综合/a : /w 综合/a 是/vl 从/p 同一/a 命题/v 的/u 细节/n 提炼/n 出/vd 完整/a 的/u 概念/n 或/c 理论/n , /w 而/c 归纳/v 则/c 是/vl 从/p 已知/v 论/k 及/c 未知/v 。 /w

In the first example, “guina” is used as an attributive of “jiashuo” (假说) (hypothesis), the two together are modified by the quantifier “gezong” (各种) (various) and served as the object of the predicate “tichu” (提出) (propose); In the second example, the first “guina” and the following “zonghe” (综合) (synthesis) are two co-ordinate components, they together serve as the object of the predicate “tichu”, the second “guina” serves as the subject of the entire clause.

Therefore, the two authors re-analyzed the retrieved language data on the basis of the grammatical functions of words (Xv & Tan, 2006) and the two-level word class categorization theory (Wang, 2014). The result shows that the verb usages of “guina” are 185 occurrences accounting for 58.2%; the noun usages are 133 occurrences accounting for 42.8% (see Table 2).

TABLE 2
THE ACTUAL POS OF “GUINA”

WORD CLASS	NUMBER	PROPORTION
VERB	185	58.2%
NOUN	133	42.8%
TOTAL	318	100%

After counting the token frequency of the verb and noun usages of “guina”, we analyze and count the type frequency of all the usages of noun. The result shows that “guina” is distributed in the structures “guina + (的) + NP” (60.2%), “NP + (的) + guina” (12.8%), “VP + guina” (10.5%), “guina + VP” (6.8%), “PP + guina” (6.8%), “guina + PP” (2.3%) and “Adj + guina” (0.8%) (see Table 3).

TABLE 3
THE TYPE FREQUENCY OF THE NOUN USAGES OF “GUINA”

Structure	number	proportion	Example
guina + (的) + NP	80	60.2%	归纳(处理)系统、归纳(方)法、归纳的范围、归纳原则、归纳逻辑、归纳的作用、归纳主义、归纳(推理)的人、
NP + (的) + guina	17	12.8%	科学归纳、音位系统的归纳、音位归纳、经验归纳、实验的归纳、同类事物的归纳
VP + guina	14	10.5%	进行归纳、视为归纳、是归纳、用归纳
guina + VP	9	6.8%	归纳所要求(的)、归纳(既可以)是、归纳发挥(作用)、归纳(则)是、归纳得到
PP + guina	9	6.8%	从归纳、通过归纳、以归纳(为主)、对(……)归纳
guina + PP	3	2.3%	归纳不同于、归纳在……中(的运用)
Adj + guina	1	0.8%	这样的归纳
合计	133	100%	

(Notes: To ensure the accuracy of the results, the token frequency of verb and noun usages and the type frequency of noun usages are analyzed and counted separately by the two authors. After that, the two authors compared their statistical results with each other, any inconsistency is discussed fully before the final decision is made.)

C. Research Results

Through the reanalysis and statistics of a total of 318 occurrences in the 291 language examples, it is found that “guina” not only has noun (self-referential) usages, but has high token frequency with 133 occurrences accounting for 42.8% of the total usage, and varied type frequency widely distributed in the structures “guina + (的) + NP”, “NP + (的) + guina”, “VP + guina”, “guina + VP” and “PP + guina”. Judging from the total number, proportion and the distribution of the type frequency of the noun usages of “guina” (mainly served as an attributive, object and subject), it is concluded that the noun usage of “guina” has reached the criterion of conventionalization, and should be labeled with the noun POS and set up self-referential sense independently.

IV. DISCUSSION

A. The Criterion of the POS Classification of Mono-category and Multi-category Words

As for the POS tagging in the 5th edition of the *CCD*, Xv & Tan (2006, p. 26), the editors of the *CCD*, point out: “POS is the grammatical classification of words, which can explain the usages and functions of words,” “The grammatical meaning is the internal basis of the classification of POS, while the grammatical function is the external performance of POS, the two are closely related. In POS tagging, the grammatical meaning and the grammatical functions of words should be considered together, but the actual operation is mainly based on the grammatical functions.” Through the investigation of the POS tagging in the *CCD*, it is found that the editors followed the above principle while judging the mono-category words and the metonymic use of words, but when it comes to the self-referential usage of lexemes, the principle “if the meaning is unchanged, the POS should be unchanged as well” is followed (see Wang, 2009; Jiang, 2013; Hou, 2017). For example, the POS and the sense of the metonymic use of the verb “fanyi”(翻译) (action for the doer metonymy, which refers to the people who carry on the job of translation or interpretation) are established in the 5th, 6th and 7th editions of the *CCD*, but its self-referential usage, both the POS and its sense, are not.

The principle that “if the meaning is unchanged, the POS should be unchanged as well” can be traced back to the *Modern Chinese Grammar* by Wang in 1943, the *Grammatical Rhetoric Speech* and the *About the principal issues on the POS of Chinese* by Lv & Zhu in 1951 and in 1954 respectively. Lv & Zhu argue in the *Grammatical Rhetoric Speech* that when the meaning of a word is unchanged, the class to which it belongs should be unchanged as well (Lv & Zhu, 2013, p. 10). The reason why this principle is so popular among Chinese scholars and lexicographers is that they believe that the number of the words like “guina” and “fanyi” is very large. If their POS and self-referential senses are tagged and established separately, then the number of multi-category words will become very large (Lu, 1994; Tan, 2001).

Lu (1994) argues that if a word can be used in different syntactic positions and the words of the same type can be used in the same way as it, this kind of usage is included in the functions of this word, but not regarded as a multi-category word. For example, “laodong” (劳动) can appear in four grammatical positions: subject (劳动光荣), predicate (他不劳动), object (他爱劳动) and attributive (要关心劳动人民), but since there are a great deal of Chinese characters like “laodong”, we cannot take it as a multi-category word, otherwise, the proportion of multi-category words will be too large. Therefore, “laodong” is only regarded as a verb, not as a bi-category word of verb and noun. Tan

(2001, p. 294-295) also believes that whether to tag a word as a multi-category word or not, the principles of analogy, quantity, and meaning should be referred to, if a word can be used in different syntactic positions and other words of the same type can be used in the same way as the word, meanwhile the number of the words is large and there is no obvious change in meaning, other usages of such words can only be regarded as the inherent functions of them. However, Lu's view has changed in recent years. He believes that the verb and adjective which appear in the position of subject and object cannot be simply considered to be nominalized, or just the inherent functions or usages of the verb and adjective themselves, but should distinguish between "nominalization" and "omission" (Lu, 2015).

As illustrated before, this view of POS classification does not only affect the POS tagging of Chinese dictionaries, but also affect the POS tagging of Chinese corpora. However, which criterion should be adopted to POS classification and to deal with multi-class membership is mainly determined by the purpose of POS tagging. POS is the classification of grammatical functions of words, it is an essential instrument for syntactic and grammatical analysis (Hu, 1995; Shen, 2009). In the article explaining the POS tagging in the *CCD*, Xu & Tan (2006) also argue that POS is the classification of grammatical functions of words and can be used to explain the usages and functions of words. In addition, in terms of the purpose of POS tagging in a dictionary, lexicographers all hold that it is mainly used to present the grammatical information of lexemes (e.g. Chen & Huang, 1994; Zhang & Yong, 2007, p. 122; Svendsen, 2009, p. 136). In this respect, POS also should be viewed as the grammatical functions that a word serves.

Since POS is the classification of words in terms of grammatical functions and mainly reflects the grammatical information of lexemes, in the process of tagging mono-category words and dealing with multi-class membership, this criterion should always be adhered to ensure the consistency of POS tagging criterion and to avoid the systematic problems of POS tagging in a dictionary, which is also the fundamental requirement of the systematic principle of dictionary making (Zhang & Yong, 2007, p. 206). Admittedly, even if the principle of grammatical functions of words is adhered from the beginning to the end in the course of POS tagging, it does not mean that all problems in POS tagging can be solved or no new problems appear. On the one hand, there are many difficulties in the POS tagging in modern Chinese: 1) The usages of some words are so special that they are difficult to be classified; 2) The syntactic components of some words in real use are not easy to determine; 3) The usage of some words is unclear, especially the classical Chinese words and some technical terms; 4) The identity of some words is not easy to determine (Guo, 1999). On the other hand, POS is not a clear-cut concept but a continuum, so it is impossible to avoid the gray areas. This dilemma is also experienced in the process of judging the word-class membership of "guina". Therefore, the idea to classify all words clearly according to a certain principle and through several classification procedures is almost impossible (Lu, 1994, 2015), but to ensure the consistency of the criterion of POS tagging as far as possible undoubtedly plays an important role in solving the systematic problem of the POS tagging in the *CCD*.

B. The Procedure of POS Tagging

Before the advent of corpus, dictionary making also had a certain empirical basis, that is, the materials of dictionary making (e.g. senses division, definitions writing, and examples selection or writing) were mostly from excerpted cards. In this tradition of dictionary making, there are many subjective factors involved, which lead to the fact that a dictionary does not reflect the language as itself, but reflect the language as editors imagine (Svendsen, 2009, p. 40-45).

As a normative dictionary, the *CCD* has an important role in the promotion of mandarin and the standardization of modern Chinese (Pan, 2000; Jiang, 2019; Du, 2019). However, the standardization of modern Chinese mainly lies in the phonetic transcription, the writing of Chinese characters, and the grammar of modern Chinese. As a general dictionary, meaning, usage, and other information related to language facts are still descriptive. As Wang argues in the introduction of a special column of lexicographical studies that what a general language dictionary includes are the standardized language units, meaning, and usage, which represent the language knowledge of lexicon at communal language system level (see Wang & Huang, 2017). Thus the POS tagging and the sense establishment should be descriptive and objective as well.

Through the investigation of the literature on the making of the *CCD* since 5th edition (e.g. Jiang, 2013; Hou, 2017), it is found that the making of the *CCD* has been making use of corpora in certain aspects, but as for POS tagging, it is unknown whether the compilers have conducted a comprehensive investigation on the usage patterns of all lexemes on the basis of corpora. But judging from the number and types of all the POS problems in the *CCD*, we have reason to believe that the POS tagging is largely subjective and does not make use of corpora. The way of handling the POS tagging issue is consistent with the dominant view of the Chinese grammar community on POS, namely a word can only belong to a certain class and multi-category words must be a minority (Zhu, 1982; Lu, 1994; Guo, 1999; Zhou, 2015).

Zhu (1982, p. 39) argues that when we separate the two classes of words A and B, some words can be allowed to belong to both classes, but if most of the A-class words belong to the B-class, or most of the B-class words belong to the A-class, the division of A and B classes is of little meaning. Guo (1999) holds that the bi-category words of verb and noun like "yanjiu" (研究) (research) and "jiancha" (检查) (check) are very large. If a homogeneous strategy is adopted, the number of bi-category or multi-category words will become too large and destroy the simplicity principle of POS tagging. Zhou (2015) also argues that in the tagging of multi-category words, the most commonly used criterion is the

quantitative principle, namely the multi-category words must be a minority, otherwise the classification of word class is invalid.

Wang & Huang (2017) clearly state that the scholars who advocate the above principle do not distinguish the categorization processes of vocabulary words and individual words, and take (communal) language, which is a product of cultural heritage, as a natural product that has nothing to do with use. In POS tagging, they rely more on introspection and ignore empirical investigations on actual use of language. Language is essentially a complex adaptive system, language structures emerge from the use of language, the frequency of use is very important for the cognitive representation and conventionalization of language structures, the so-called language knowledge is the description or generalization of the actual use of language (Bybee & Hopper, 2001, p. 1; Bybee, 2007, p. 5, 2010, p. 1-2; Kretzschmar, 2015, p. 19, etc.).

If language structures or language knowledge emerge from language use, POS, as a kind of language knowledge (grammatical units), emerges from language use as well. POS is not an unchangeable object, the initial usage of a word may belong to any categories, but with the emergence and conventionalization of other usages, the word may evolve into a two-category, three-category or even multi-category word. Taking the word “back” as an example, in the 9th edition of the *Oxford Advanced English Dictionary*, “back” is a multi-category word of noun, verb, adjective and adverb. However, according to the *Online Etymology Dictionary*, the earliest usage of “back” is a noun, after which the usage of adverb, adjective and verb are derived in turn.

The POS is derived from the use of language refutes the view that the number of multi-category words should be minimized or multi-category words must be a minority (see Lu, 1994; Tan, 2001). To determine whether certain words need to be tagged with a certain POS or not, the corpus-based usage pattern survey can give an answer. If words of the same category of a certain word are indeed used in the way as this word and this kind of usage is conventionalized, the corresponding POS should be tagged so as to describe the actual usage of language objectively and accurately. The realistic principle of dictionary making also requires dictionary compilers to face up to the facts of language use and to describe language phenomena objectively (Zhang & Yong, 2007, p. 213-214). As for new meanings or usages of words, compilers cannot depend on introspection and ignore the actual use of language, but conduct a corpus-based survey according to certain principles and methods, and then to determine whether they can be included into a dictionary or not (Zhang & Yong, 2007, p. 213-214). As every sense in an entry is generalized from the typical environment of language use as well as specific language materials (Chen & Huang, 1994), so is the POS.

V. CONCLUSION

Based on the criterion of grammatical functions of words and the two-level categorization theory, this paper conducted a corpus-based case study on the POS tagging of a science lexeme “guina” in the 6th and 7th editions of the *CCD*. The result shows that “guina” not only has self-referential usage, but also has high token frequency and rich type frequency, which conforms to the standard of conventionalization. Therefore, it is necessary to tag the noun POS and to set up the self-referential sense for “guina”. Since the criterion for classifying POS is determined by the purpose of classification (Hu, 1995), whether it is tagging the POS for mono-category words or for multi-category words, the criterion of grammatical functions of words should always be adhered. In order to ensure the objectivity and accuracy of POS tagging, the corpus-based investigation on the usage patterns of lexemes also should be made. Modern Chinese is a heterogeneous system which takes vernacular Chinese as its basis and mixes with some classical Chinese vocabularies and grammatical rules, namely, a mixture of different historical levels of grammar and vocabulary (Guo, 1999). The differences between classical Chinese and vernacular Chinese in the use of words and grammatical rules determine that the modern Chinese grammatical system and POS tagging lack the clarity that most Indo-European languages have.

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Jun Zhang a teacher at Zhaoqing University, Guangdong, China. He obtained his M. A. degree in Applied Linguistics. His research interest covers Lexicography and Cognitive Linguistics.

Heng Zhang a PHD candidate in English Linguistics and a lecturer at Nanchang Normal University, Jiangxi, China. He is also an English counselor providing professional development to EFL teachers around the local areas. His research interest covers sociolinguistics, semantics, and pragmatics.

Bakerian Non-equivalence Translation Strategies in Novel vs Short Story: The Case Study of *Matilda vs Landlady and Other Short Stories*

Hanieh Naghdi

Department of English Language and Translation Studies, Islamic Azad University Parand- Robat Karim Branch,
Parand, Iran

Razieh Eslamieh

Department of English Language and Translation Studies, Islamic Azad University Parand- Robat Karim Branch,
Parand, Iran

Abstract—This study means to improve the translation quality of two closely related literary genres; novel and short stories by determining the most frequently used Bakerian strategies for dealing with non-equivalences at word level. For this end, the English source texts, *Matilda* (which is a novel) and *landlady and other short stories* (which is a collection of short stories) are compared with their Farsi target texts to quantitatively study the frequency of Baker's translation strategy. The purpose is first to evaluate if there is any meaningful difference between the implementation of Bakerian non-equivalence translation strategies between a novel and a short story collection. The purpose is also to study if the narrative context affects the translation of non-equivalence and if the shortness, compactness and brevity of the short story as determining genre related factors can affect textual-cultural aspect of translation and the implementation of the selected translation strategy. The findings of this study prove that *translation using a loan word or loan word plus explanation* is the most frequently used strategy in both works, though it is more frequently used in short story (83%) than in novel (58%). The findings of this study can be used as one contributing factor along with other factors for translation quality assessment of the two studied prose narrative genres; novel and short story.

Index Terms—Mona Baker, non-equivalence, loan word, translation strategy, omission, paraphrase

I. INTRODUCTION

Translation of non-equivalences at word level, has always been challenging first and foremost because most non-equivalences are culture-bound and do not have direct or close equivalence in the target language. Second, literal or semi-literal translation cannot recreate the meaning of non-equivalences in the target language because the connotations of the non-equivalence in the source text may be quite different from those literally translated.

The present research is a quantitative comparative analysis of Farsi translations of an English novel *Matilda* and a collection of short stories to study the frequency of Baker's translation strategy for translating non-equivalences in two different literary genres. For this purpose, *Matilda* which is a novel by the well-celebrated author, Roald Dahl, and *Landlady and other short stories* which is a short story collection by the same writer are selected. Both works are translated by Shahla Tahmasebi.

This research, based on Baker's strategies for translating CSIs tries to introduce new translation solutions for translating CSIs in literary texts particularly novels and short stories. Moreover, this study means to compare the most frequently used strategies for translating CSIs in *Matilda* with the most frequently used strategies in *Land Lady*. In this regard, it attempts to find if there is any meaningful difference between translating non-equivalences in short stories and novels? In other words, as far as non-equivalences are cultural bound, can the textual context affect the translation of non-equivalences?

II. THEORETICAL FRAMEWORK: MONA BAKER'S TRANSLATION STRATEGIES FOR NON-EQUIVALENCE AT WORD LEVEL

Cruse (1986) distinguishes four main types of meanings for words or utterances: propositional meaning, expressive meaning, presupposed meaning, and evoked meaning. One basic translation problem happens when there is no word in the target language to express any type of meaning of the source language lexicon. That is such translation problem happens when a word or expression does not have an equivalent in the target language. This translation problem is lexicalized as non-equivalence at word level by Mona Baker (1992, 2011). The common types of non-equivalence at word level are classified as the following by Mona Baker (2011, pp. 21-26):

- (a) Culture-specific concepts
- (b) The source-language concept is not lexicalized in the target language

- (c) The source-language word is semantically complex
- (d) The source and target languages make different distinctions in meaning
- (e) The target language lacks a superordinate
- (f) The target language lacks a specific term (hyponym)
- (g) Differences in physical or interpersonal perspective
- (h) Differences in expressive meaning
- (i) Differences in form
- (j) Differences in frequency and purpose of using specific forms
- (k) The use of loan words in the source text

To deal with above-mentioned eleven types of non-equivalence, Mona Baker, in her book, *In Other Words* (2011), suggests the following eight translation strategies:

A. *Translation by a More General Word (Superordinate)*

This strategy is used when the target language has no hyponym for the specific word used in the source language. In this case, a more general word or superordinate is used for the specific word in the source language. This strategy works almost well for all languages because “the hierarchical structure of semantic fields is not language-specific” (Baker, 1992, p. 26).

B. *Translation by a More Neutral/Less Expressive Word*

In this strategy the translator uses neutral words to neutralize the too direct or the too negative meaning of the word(s) in ST. The purpose can be avoiding the transference of wrong expressive meaning, avoiding the transference of the author’s feelings, to make an objective translation or to make an acceptable translation for the addressees. As the result of applying such strategy, the expressive meaning of the word is lost in the translation. However, as Baker (1992) states “It is sometimes possible to retain expressive meaning by adding a modifier” (p.30). This strategy is widely used in the translation of political texts across languages.

C. *Translation by Cultural Substitution*

By this strategy, the professional translator replaces the SL cultural- specific item with an expression which does not have the same meaning in target culture but does have the same impact on target reader. According to Baker “This strategy involves replacing a culture-specific item or expression with a target-language item which does not have the same propositional meaning but is likely to have a similar impact on the target reader” (Baker, 2011, p. 31).

D. *Translation Using a Loan Word or Loan Word Plus Explanation*

This kind of borrowing and translation strategy is particularly useful when the word under translation is repeated several times in the source text. The word is directly transferred from the source text to the target text, but the first time it is followed by an explanation. From this point on, wherever the word appears in the target text, the readers can understand its meaning. In the translated text, the loan word appears in inverted commas. Sometimes the translator uses a loan word not because of the lack of an equivalent in the target language but just because the loan word seems “more modern, smart, high class” (Baker, 1992, p. 36) in the target language.

E. *Translation by Paraphrase Using a Related Word*

“Translation by paraphrase” is a kind of explanatory translation. According to Baker (2011), using paraphrase has one advantage and two disadvantages. The advantage is that paraphrase can express the precise meaning of the lexicon under translation. The first disadvantage is that paraphrase is not one word “therefore cannot convey expressive, evoked, or any kind of associative meaning” (Baker, 2011, 40). The second disadvantage is that in paraphrase instead of one word one or sometimes a few sentences are used and this is not easy.

Mona Baker also divides paraphrase as a translation strategy into “Translation by paraphrase using a related word” and “Translation by paraphrase using unrelated words”. ‘Translation by paraphrase using a related word’ is used when the concept expressed in the source text does exist in the target text, but in different form or in different words (Baker, 1992, p. 36-42).

F. *Translation by Paraphrase Using Unrelated Words*

The second type of paraphrase in translation is ‘Translation by paraphrase using unrelated words’. This strategy is used when the word under translation is difficult to be understood, does not exist in the target language and cannot be expressed directly in the target language. In this case, the translator tries to explain the meaning of the word or modifies the superordinate of the word.

G. *Translation by Omission*

In ‘Translation by omission’, a word or expression or some information, which is present in the ST, is omitted in the TT. The deletion happens because of several reasons including but not limited to the following three reasons. First, the deletion does not semantically affect the target text. Second, the words that may be offensive for target audience are

preferably omitted. Third, the words that are culturally unacceptable for the target audience are omitted. Mona Baker (2011) believes that it is crucial to bear in mind that omission should be used as the last resort.

H. Translation by Illustration

When a signifier in the source text refers to a physical entity that does not exist in the target text, for matters of conciseness and brevity of the translated text the physical entity can be illustrated. This strategy is hardly used in translated text and this may be the reason that Baker (2011) mentions it as the last translation strategy for dealing with non-equivalent at word level.

III. RESULTS

In this part, the English source texts, *Matilda* (a novel published in 1960) and *Landlady and Other Short Stories* (collection of short stories published in 2012) are compared with their Farsi target texts to quantitatively study the frequency of Baker's translation strategy for dealing with non-equivalence at word level in two different literary genres. For the following translation strategies no results were found: translation by more general words, translation by paraphrase using unrelated words and translation by Illustration.

A. Results for 'Translation by Cultural Substitution'

1. 'Translation by cultural substitution' in *Matilda*

In the following examples, extracted from *Matilda*, the translator has replaced the expression in the English text with an expression or idiom in Farsi language which has similar implications, connotations or effects.

Example 1: In two large stride Trunchbull was behind Eric's desk, and there she stood, a pillar of doom towering over the helpless boy.

(Dahl, 2016, p: 146)

ترانچ بول سریع خود را به نیمکت اریک رساند و مثل برج زهر مار پشت سر او ایستاد

(Tahmasebie, 2016, p: 134)

The translator has replaced the cultural idiom برج زهر مار instead of "the pillar of doom".

Example 2: "Clever my foot!" Trunchbull shouted

(Dahl, 2016, p: 152)

ترانچ بول فریاد کشید: "کور خوانده!"

(Tahmasebie, 2016, p: 140)

Example 3: It was extraordinary, she told herself, how snippet of a girl suddenly be taking charge of her problem, and with such an authority, too.

(Dahl, 2016, p: 202)

دوشیزه هانی لبخندی زد و با خودش گفت: "انگار این یک الف بچه مسئول حل مشکلات من شده، نگاه کن با چه اقتداری با من رفتار می کند".

(Tahmasebie, 2016, p: 188)

Example 4: "And you Nigel" Miss. Honey said "do please try not to be smart-aleck with headmistress, you were quite cheeky to her last week".

(Dahl, 2016, p: 209)

دوشیزه هانی گفت: "نیکل مواظب باش، امروز دیگر سر به سر دوشیزه ترانچ بول نگذاری دفعه پیش خیلی زیان درازی کردی".

(Tahmasebie, 2016, p: 195)

Example 5: "What the blazes is this?" Yelled Trunchbull.

(Dahl, 2016, p: 214)

ترانچ بول نعره کشید: "این دیگر چه مرگش است!"

(Tahmasebie, 2016, p: 200)

Example 6: "Your son Maximilian is total wash -out. I hope you have family business you can push him into when he leaves school because he sure as a heck won't get a job anywhere else."

(Dahl, 2016, p: 2)

آقازاده شما ماکسیمیلیان یک کله بوک به تمام معنی است. امیدوارم یک کسب و کار آبا و اجدادی داشته باشید که بعد از تمام شدن مدرسه به هر قیمتی بگذاریدش سر کار و گرنه باید برود غاز بچراند.

(Tahmasebi, 2016, p: 2)

Example 7: "A little squirrel called Ollie Bogwhistle sneaked on me. I knocked his front teeth out."

(Dahl, 2016, p: 100)

"یک مارمولکی به اسم بوویستیل مرا لو داد. من هم زدم دندان های جلوش را خورد خاکشیر کردم."

(Tahmasebie, 2016, p: 92)

Example 8: "Give my Jenny her wages. Give my Jenny the house. Then get out of there. If you don't, I will come and get you like you got me."

(Dahl, 2016, p: 202)

"حقوق جنی مرا بهش پس بده. خانه را به جنی من بده و از آنجا برو. در غیر این صورت می آیم و حسابت را می رسم. و می آیم و همان طور که تو مرا کشتی."

(Tahmasebie, 2016, p: 217)

2. Results for 'translation by cultural substitution' in *The Landlady and Other Short Stories*

Example 1: "Stop fussing," the old man said. "It doesn't matter anyway."

(Dahl, 2010, p. 60)

پیرمرد گفت: "این قدر الم شنگه راه نینداز در هر حال اهمیتی ندارد."

(Tahmasebie, 2012, p. 60)

Example 2: Billy said: "You shouldn't really bother."

(Dahl, 2012, p.5)

بیلی گفت: "راضی به زحمت تان نیوادم."

(Tahmasebie, 2005, p.10)

Example 3: "Feast your eyes!"

(Dahl, 2012, p.50)

"چشمت روشن!"

(Tahmasebie, 2005, p.30)

Example 4: But this dame was like a jack-in-the-box.

(Dahl, 2012, p.3)

اما این زن در یک آن مثل جن ظاهر شده بود.

(Tahmasebie, 2017, p.4)

Example 5: After dithering about like this in the cold for two or three minutes, Billy decided that he would walk on and take a look at The Bell and Dragon before making up his mind. He turned to go.

(Dahl, 2012, p: 2)

بعد از دو سه دقیقه دل دل کردن در سرما، تصمیم گرفت که پیش از انتخاب، راهشرا ادامه دهد.

(Tahmasebie, 2005, p: 3)

Example 6: "Oh dear," Mr.Boggis said, clasping his hands. "There I go again. I should never have started this in the first place."

(Dahl, 2012, p: 40)

آقای باگیز دستهای خود را به هم کوبید و گفت "ای داد بیداد چه گرفتاری برای خودم درست کردم. اصلا از اول نمی بایست شروع می کردم."

(Tahmasebie, 2005, p: 103)

Example 7: "Cyril! Stop keeping me in suspense! I can't bear it!"

(Dahl, 2012, p: 49)

زن گفت: "سیریل این قدر مرا در هول و ولا نینداز! من تحملش را ندارم!"

(Tahmasebie, 2005, p: 128)

Example 8: She flutter and fidget about from room to room.

(Dahl, 2012, p: 3)

بی تابانه در این اتاق و آن اتاق پیر می زد.

(Tahmasebie, 2005, p: 4)

There were totally eight examples of "cultural substitution" in the short story collection.

Example 9: "Nasty old wind," Mrs.Taylor said, hoisting the child on to her shoulder and patting its back.

(Dahl, 2012, p: 63)

خانم تیلور بچه را روی شانه اش گذاشت و پشتش را نوازش کرد و گفت "حالا یک آروغ یزن."

(Tahmasebie, 2005, p: 164)

B. Results for 'Translation by More Neutral/ Less Expressive Word'

1. Results for 'translation by more neutral/ less expressive word' in *Matilda*

1) 'Oh do shut up, Miss Honey! You're as wet as any of them.

(Dahl, 2012, p: 149)

صدایتان را برای من بلند نکنید دوشیزه هانی. شما هم دست کمی از اینها ندارید.

(Tahmasebie, 2005, p: 137)

2) "Be quiet!" The father snapped. "Just keep your nasty mouth shut, will you!"

(Dahl, 2012, p: 31)

پدر با عصبانیت فریاد کشید "ساکت باش! ببند آن دهان گشادت را!"

(Tahmasebie, 2005, p: 29)

Example 3: Stand up you disgusting little cockroach"

(Dahl, 2012, p: 143)

بلند شو، آیدزیک تهوع آور!

(Tahmasebie, 2005, p: 155)

2. Results for 'translation by more neutral/ less expressive word' in *The Landlady and Other Short Stories*

"Naughty boy," she said.

(Dahl, 2012, p: 77)

او گفت: "پسر بد."

(Tahmasebie, 2005, p: 200)

C. Results for 'Translation by Paraphrase Using a Related Word'

1. Results for "translation by paraphrase using a related word" in Matilda

Example 1: I want to live here," I said. "I am romantic. I've fallen in love with it. Please rent it to me.

(Dahl, 2012, p: 196)

گفتم من می خواهم آنجا زندگی کنم . می یک شاعر پیشه و احساساتی هستم خیلی از این کبله خوشم آمده خواهش می کنم آن را به من اجاره بدهید.
(Tahmasebie, 2005, p: 182)

The translator has used the words شاعر پیشه و احساساتی which are not exactly the same as romantic but have partially the same meaning.

Example 2: You are mad. He said.

(Dahl, 2012, p: 196)

او گفت حتما شما عقلتان را از دست داده اید.

(Tahmasebie, 2005, p: 182)

2. Results for "translation by paraphrase using a related word" in The Landlady and Other Short Stories

No example was found.

D. Translation by Omission

1. Results for "translation by omission" in Matilda

Example 1: "We are right in middle of watching one of our favourite programs," Mr. Wormwood said. 'This is most inconvenient. Why don't you come back some other time?'

(Dahl, 2016, p: 88)

آقای ورم وود گفت " الان خیلی بی موقع است ما داریم برنامه مورد علاقه مان را تماشا می کنیم . بروید یک وقت دیگر بیایید "

(Tahmasebie, 2016, p: 80)

The underlined words are omitted in the translated text because the meanings are already conveyed by the contextual words.

Example 2: "Don't lie to me Bogtrotter" Trunchbull barked, "The cook saw you! What's more, she saw you eating it!"

(Dahl, 2016, p: 115)

ترانچ بول عربده کشید " دروغ تحویل من نده باگتروتز! آشپز تو را دیده ! او به چشم خودش دیده که تو داشتی کیک را می خوردی !"

(Tahmasebie, 2016, p: 106)

The phrase "What's more" is omitted in the translated text because its omission does not harm the meaning.

Example 3: I suppose you know Trunchbull has lock-up cupboard in her private quarters called the Chocky? Have you heard about the Chocky?

(Dahl, 2016, p: 98)

تا حالا چیزی راجع به سیاهچال به گوشتان خورده؟

(Tahmasebie, 2016, p: 90)

The translator has omitted the whole underlined sentence and the reason is unclear.

Example 4: So when the class re-assembled, Matilda went to her desk and began to study a text-book on geometry which Miss. Honey had given her.

(Dahl, 2016, p: 85)

به این ترتیب وقتی کلاس شروع شد ماتیلدا سر جایش نشست و مشغول خواندن کتاب زمین شناسی شد .

(Tahmasebie, 2016, p: 79)

The translator has omitted "text book" which has the sense of a book related to school courses for the reason that the phrase کتاب زمین شناسی conveys the same meaning. The adjective clause "which Miss. Honey had given her" is also omitted because the information of the clause has already been indicated in the previous sentences.

Example 5: The woman is mad, Miss. Honey was telling herself. She is round a twist. She is the one who ought to be get rid of.

(Dahl, 2016, p: 79)

دوشیزه هانی با خود گفت این زن مخش معیوب است . باید از شر خود او خلاص شد .

(Tahmasebi, 2017, p: 142)

The translator has omitted the old-fashioned cultural expression "round a twist" which means 'to be angry' apparently because she has not comprehended its sense.

Example 6: He crossed to the TV set and turned down but left the picture on the screen.

(Dahl, 2016, p: 88)

بعد به طرف تلوزیون رفت و صدای آن را کم کرد .

(Tahmasebie, 2017, p: 82)

The translator has omitted 'set' because in Farsi the word تلوزیون conveys the sense of 'TV set'. Moreover, the whole underlined sentence is omitted because the translator has failed to reach its exact meaning.

Example 7: "There are a dozen Headmistress's jugs and glasses in the kitchen" Miss. Honey said. "They are used all in the kitchen".

"I won't forget", Lavendar said "I promise I won't".

Already Lavendar's scheming mind was going over the possibilities that this water –jug job had opened up for her.
(Dahl, 2016, p: 130)

دوشیزه هانی گفت " خانم مدیر همیشه دو دست پارچ و لیوان در آشپزخانه دارد تا هیچ جای مدرسه لنگ نماند".
لوند در حین صحبت با دوشیزه هانی مشغول طرح ریزی امکاناتی بود که وظیفه آوردن پارچ آب را برایش فراهم می کرد

(Tahmasebie, 2017, p: 119)

It is quite unclear why the translator has omitted the whole underlined line!

Example 8: During the first week of Matilda's visits Mrs Phelps had said to her "Does your mother walk you down here and then take you home?"

(Dahl, 2016, p: 10)

خانم فلیبس هفته اول از ماتیلدا پرسید "مادرت عصر دنبالت می آید؟"

(Tahmasebie, 2017, p: 10)

Example 9: "Oh, it is interesting all right", Miss. Honey said. "It is more than interesting. But we have to tread very carefully from now on, Matilda".

(Dahl, 2016, p: 173)

دوشیزه هانی گفت "چرا خیلی جالب است. ولی ماتیلدا باید از این به بعد خیلی مواظب باشیم".

(Tahmasebie, 2017, p: 159)

To avoid repetition and redundancy, the whole underlined sentence "Oh, it is interesting all right" is omitted as the other sentence "It is more than interesting" conveys exactly the same meaning.

Example 10: "I am wondering what to read next" Matilda said. "I have finished all the children's books".

(Dahl, 2016, p: 7)

ماتیلدا گفت "دارم فکر می کنم بعدا چی بخوانم".

(Tahmasebie, 2017, p: 7)

Tahmasebi has skipped translating the whole underlined sentence. In most cases, the translator has omitted idiomatic expressions probably because it has been difficult for her to grasp the precise meaning of the expression.

11) "This wouldn't by any chance be something to do with the Socialist Party?" she asked, staring at him fiercely from under a pair of pale bushy brows.

(Dahl, 2012, p: 32)

زن با عصبانیت از زیر ابروهای کمرنگ پرپشتش به او خیره شد و پرسید "با حزب سوسیالیست که ارتباطی ندارد؟"

(Tahmasebie, 2017, p: 81)

12) "What's that?" she cried. "Come again, Vicar."

"A clean mind in a healthy body," I answered.

"It's a family motto."

(Dahl, 2016, p: 75)

او با صدای بلند گفت "این یعنی چی کشیش؟"

من جواب دادم "یعنی عقل سالم در بدن سالم است، این یک شعار خانوادگی است".

(Tahmasebie, 2017, p: 195)

2. Results for "translation by omission" in *The Landlady and Other Short Stories*

1) ...when all at once his eye was caught and held in the most peculiar manner by the small notice that was there. BED AND BREAKFAST, it said. BED AND BREAKFAST, BED AND BREAKFAST, BED AND BREAKFAST.

(Dahl, 2016, p: 3)

...ناگهان آگهی کوچک به طرز عجیبی نگاهش را به طرف خود جلب کرد. رختخواب و صبحانه.

(Tahmasebie, 2017, p: 3)

2. He noticed that she had small, white, quickly moving hands, and red finger-nails.

(Dahl, 2016, p: 5)

متوجه شد که او دست های کوچک زرد و سفیدی دارد و به ناخن هایش لاک قرمز زده است.

(Tahmasebie, 2017, p: 10)

3. "Now wait a minute," he said. "Wait just a minute. Muiholland...Christopher Muiholland...wasn't that the name of the Eton schoolboy ..."

(Dahl, 2016, p: 5)

بیلی گفت: "آها یک دقیقه صبر کنید دارد یک چیزی یاد می آید. موللوند... کریستوفر مولهلوند... این اسم آن شاگرد مدرسه ایتون نبود..."

(Tahmasebie, 2017, p: 10)

E. Results for 'Translation Using a Loan Word or Loan Word Plus Explanation'

1. Results for "translation using a loan word or loan word plus explanation in *Matilda*

Example 1: In two stride Trunchbull was beside him, and by some amazing gymnastic tricks, it may have been judo or karate

(Dahl, 2016, p: 212)

ترانچ بول با دو شلنگ تخته خودش را به او رساند و با حرکات عجیب و غریبی که بی شباهت به حرکات ژیمناستیک جودو و کاراته نبود

(Tahmasebi, 2016, p: 198)

Example 2: And the rest just about buying paraffin for my stove and for my lamp, milk and tea and bread and margarin.

(Dahl, 2016, p: 197)

با بقیه اش هم روغن و چراغ پریموس و شیر و چای و نان و مارگارین می خرم .

(Tahmasebi, 2016, p: 183)

Example 3: The suppers were TV dinners in floppy aluminum containers with separate compartments for the, stewed meat, the boiled potatoes and the peas.

(Dahl, 2016, p: 21)

بشقاب های شل و ول آلومینیومی که چند تا جا داشت, یک قسمت برای گوشت پخته, یک قسمت برای سیب زمینی پخته و یک قسمت هم برای نخود فرنگی پخته .

(Tahmasebi, 2016, p: 21)

'Aluminium' is a universally known chemical element.

Example 4: Mrs Wormwood sat munching her meal with her eyes glued to the American-soap opera on the screen.

(Dahl, 2016, p: 21)

خانم ورم وود بدون آنکه چشم از تلوزیون که یک ایرای مبتدل آمریکایی را نشان می داد بردارد مشغول لنبنانن غذایش بود.

(Tahmasebi, 2016, p: 21)

Example 5: She was a large woman whose hair was dyed platinum blonde except where you could see the mousy-brown bit growing on the roots.

(Dahl, 2016, p: 20)

او زنی درشت هیکل بود با موهای رنگ کرده پلاتینی که ریشه موهایش به قهوه ای تیره می زد.

(Tahmasebi, 2016, p: 21)

Example 6: The following morning, just before the father left for his beastly second hand-car garage,

(Dahl, 2016, p: 24)

صبح روز بعد, پیش از آنکه پدر ماتیلدا به گاراژ نفرت آور اتوموبیل های دست دومش برود .

(Tahmasebi, 2016, p: 23)

Example 7: With that man dashed out of the room and Mrs Wormwood, sighting deeply, went to the telephone to call the beauty parlour.

(Dahl, 2016, p: 59)

خانم ورم وود آه عمیقی کشید و به طرف تلفن رفت تا به آرایشگرش زنگ بزند .

(Tahmasebie, 2016, p: 54)

Example 8: And a very vigorous scalp massage with THE OIL OF VIOLET took place daily after shaving was completed.

(Dahl, 2016, p: 52)

و هر روز پوست سر آقای ورم وود بعد از تراشیده شدن ریشه اش با عصاره تقویتی گل بنفشه محکم ماساژ داده می شد .

(Tahmasebie, 2016, p: 49)

Example 9: That's my best Elizabeth Arden face powder!

(Dahl, 2016, p: 57)

این پودر, مارک الیزابت آردن است !

(Tahmasebie, 2016, p: 52)

Example 10: He actually meant to keep his hat on all day long just for the heck of it, like a gangsters in the films.

(Dahl, 2016, p: 26)

قیافه حق به جانبی به خودش می گرفت و وانمود می کرد که دارد ادای گانگستر های سینما را در می آورد .

(Tahmasebie, 2016, p: 25)

Example 11: The brother and Matilda were having a supper as usual in the living- room in front of the television, the voice came loud and clear from dining room across the hall.

(Dahl, 2016, p: 39)

برادر و ماتیلدا خود جلو تلوزیون نشسته بودند و شام می خوردند, که صدای بلند واضحی از طرف اتاق نشیمن در هال پیچید .

(Tahmasebie, 2017, p: 35)

Example 12: And if a group of children happened to be in her path, she ploughed right on through them like a tank.

(Dahl, 2016, p: 61)

و اگر تصادفا تعدادی از بچه ها در مسیر او قرار داشتند, مثل تانک از چپ و راست به آن ها برخورد می کرد.

(Tahmasebie, 2017, p: 56)

Example 13: So when the class re-assembled, Matilda went to her desk and began to study a text-book on geometry which Miss. Honey had given her.

(Dahl, 2016, p: 85)

به این ترتیب وقتی کلاس شروع شد ماتیلدا سر حایش نشست و مشغول خواندن کتاب زمین شناسی شد .

(Tahmasebie, 2017, p: 79)

Example 14: Having got the address from the school records, Miss. Honey set out to walk from her own home to the Worms Wood's house shortly after nine.

(Dahl, 2016, p: 86)

آدرس آنها را از روی پرونده ماتیلدا پیدا کرد و کمی بعد از ساعت نه به طرف خانه آنها راه افتاد .

(Tahmasebie, 2017, p: 80)

Example 15: Below the knees of her calf muscle stood out like grapefruit inside her stockings.

(Dahl, 2016, p: 106)

ماهیچه های زیر زانویش مثل دو تا گریپ فروت از جورابش بیرون زده بود .

(Tahmasebie, 2017, p: 97)

Example 16: "I once heard her say" Hortensia went on, "that a large boy is about the same weight as an Olympic hammer therefore he's very useful practicing with".

(Dahl, 2016, p: 104)

هورتانسیا گفت ((خودم یک دفعه شنیدم که می گفت پسر های بزرگ هموزن وزنه المپیک اند و جان می دهند برای تمرین)) .

(Tahmasebie, 2017, p: 97)

Example 17: Being in this school is like being in a cage with a cobra.

(Dahl, 2016, p: 112)

این مدرسه مثل قفس مار کبرا است .

(Tahmasebie, 2017, p: 103)

Example 18: And as for a cake, it was my own private stock.

(Dahl, 2016, p: 114)

خوردنی ساعت ده من بود ! آن کیک سهمیه من بود!

(Tahmasebie, 2017, p: 106)

Example 19: It might be even arsenic and he would be dead in seconds flat.

(Dahl, 2016, p: 121)

شاید هم توی آن سم آرسنیک ریخته باشند تا در عرض ده ثانیه کک او را بکنند .

(Tahmasebie, 2017, p: 110)

Example 20: Audience and children were leaping on their chair and yelling and clapping and shouting 'well done Bruce! Good for you, Brucie! You've won a gold medal Brucie!'

(Dahl, 2016, p: 125)

بچه ها با جیغ و داد از صندلی هایشان بالا پریدند و فریاد کشیدند "زنده باد بروس ! کارت عالی بود بروس ! مدال طلا را بردی بروس ...!"

(Tahmasebie, 2017, p: 114)

Overall, 35 examples were found. 20 examples are written here and the rest of the examples can be found in the "Appendix".

2. Results for 'translation using a loan word or loan word plus explanation' in *The Landlady and Other Short Stories*

Example 1: There was a baby grand piano and a big sofa and several plump armchairs; and in one corner he spotted a large parrot in a cage.

(Dahl, 2012, p: 3)

یک پیانوی کوچک, یک کاناپه بزرگ و چند مبل گرد و قلمبه, در گوشه ای از اطاق طوطی بزرگ در قفس بود .

(Tahmasebie, 2005, p: 3)

Example 2: They weren't famous in any way, were they? I mean famous cricketers or footballers or something like that?

(Dahl, 2012, p: 5)

آدمهای معروفی که نبودند ها ؟ منظورم بازیکن های معروف کریکت یا فوتبال یا این طور چیز هاست .

(Tahmasebie, 2005, p: 9)

Example 3: I'll give you a nice cup of tea and a ginger biscuit before you go to bed.

(Dahl, 2012, p: 5)

تا قبل از اینکه به رختخواب بروید, یک فنجان چای خوشمزه و کمی بیسکویت زنجبیلی به تان بدهم .

(Tahmasebie, 2005, p: 10)

Example 4: She looked exactly like the mother of one's best school-friend welcoming one into the house to stay for the Christmas holidays.

(Dahl, 2012, p: 6)

رفتارش دقیقاً مثل یک مادر همکلاسی صمیمی بود که از دوست پسرش دعوت می کند برای تعطیلات کریمس نزدشان بماند .

(Tahmasebie, 2005, p: 11)

Example 5: I saw a short medical film that had been brought over from Russia.

(Dahl, 2012, p: 9)

یک فیلم کوتاه پزشکی دیدم که از روسیه وارد شده بود .

(Tahmasebie, 2005, p: 23)

Example 6: And the return system is even simpler.

(Dahl, 2012, p: 11)

سیستم برگشت یک مقدار ساده تر است.

(Tahmasebie, 2005, p: 27)

Example 7: Be good when I am gone, and always remember that it is harder to be a widow than a wife. Do not drink cocktails.

(Dahl, 2012, p: 17)

بعد از رفتن من درستکار و پرهیزکار باش و یادت باشد که بیوه بودن از همسر بودن دشوار تر است. کوکتل نخر.

(Tahmasebie, 2005, p: 41)

Example 8: Do not waste money. Do not smoke cigarettes. Do not eat pastry. Do not use lipstick. Do not buy a television apparatus.

(Dahl, 2012, p: 17)

پول حرام نکن، سیگار نکش، شیرینی نخور، ماتیک نمال، تلوزیون نخر.

(Tahmasebie, 2005, p: 41)

Example 9 and 10: Keep my rose beds and my rockery well weeded in the summers. And incidentally I suggest that you have the telephone disconnected now that I shall have no further use for it.

(Dahl, 2012, p: 17)

از رزهای من مراقبت کن و تابستانها علف های هرز باغچه سنگینم را بکن. حالا دیگر من کاری با تلفن ندارم، بهتر است قطعش کنی.

(Tahmasebie, 2005, p: 41)

Example 11: There was a biggish white enamel bowl about the size of a washbasin standing on a high white table in the centre of the room, and there were half a dozen thin plastic tubes coming out of it.

(Dahl, 2012, p: 19)

در وسط اتاق کاسه لعابی سفید نسبتاً بزرگی به اندازه یک وان بچه روی میز سفید بلندی قرار داشت که شش هفت لوله پلاستیکی باریک از آن بیرون زده بود.

(Tahmasebie, 2005, p: 45)

Example 12: It was clear and still, and on it there floated a small oval capsule, about the size of a pigeon's egg.

(Dahl, 2012, p: 19)

مایعی سفید و شفاف که کیپسول کوچک بیضی شکلی به اندازه تخم کبوتر، در آن شناور بود.

(Tahmasebie, 2005, p: 46)

Example 13: "I'll have the procaine," I said.

(Dahl, 2012, p: 13)

گفتم "به من باید پروکائین بدهی".

(Tahmasebie, 2005, p: 30)

Example 14: There would be no impurities in it, or virus, no bacteria, nothing.

(Dahl, 2012, p: 15)

آن تو نه آلودگی هست، نه میکروبی، نه باکتری، خالص خالص است.

(Tahmasebie, 2005, p: 37)

Example 15: At least half an hour before it was time to leave the house for the station, Mrs Foster would step out of the elevator all ready to go, with hat and coat and gloves

(Dahl, 2012, p: 22)

خانم فاستر دست کم، از نیم ساعت قبل از زمان ترک خانه برای حرکت به طرف ایستگاه، حاضر و آماده با کت و کلاه و دستکش، از آسانسور خارج می شد.

(Tahmasebie, 2005, p: 54)

Example 16: Her husband, who was on the point of leaving for the club, answered it himself.

(Dahl, 2012, p: 25)

شوهرش که در حال ترک خانه به طرف کلوب بود، خودش گوشی را برداشت.

(Tahmasebie, 2005, p: 63)

Example 17: "Yes," she said. "I'm sorry. I'll get myself a sandwich here, and then I'll come on in."

(Dahl, 2012, p: 26)

زن گفت: "بله معذرت می خواهم. همینجا برای خودم یک ساندویچ می خرم و بعد می آیم خانه".

(Tahmasebie, 2005, p: 64)

Example 18: The taxi drew up before the house on Sixty-Second Street.

(Dahl, 2012, p: 28)

تاکسی تا جلو در خانه در خیابان شصت و دوم پیش رفت.

(Tahmasebie, 2005, p: 71)

Example 19: "I have arranged everything with servants", said Mr Foster, "I'd send him a telegraph when we wanted them back".

(Dahl, 2012, p: 28)

"کارهای مستخدم ها را روبراه کرده ام موقعی که خواستیم برگردیم برایش تلگراف می فرستم".

(Tahmasebie, 2005, p: 70)

Example 20: A dear old clergyman and a large station-wagon somehow never seemed quite right together.

(Dahl, 2012, p: 32)

یک روحانی پیر و نازنین و یک ماشین بزرگ مثل استیشن واگن با هم جور در نمی آمدند.

(Tahmasebie, 2005, p: 80)

Overall, 74 examples were found. For limitations of space, just 20 examples are mentioned in this part and the rest can be found in the "Appendix".

IV. DISCUSSION

A cumbersome translation problem is translation of non-equivalence at word level. Among diverse fields of translation such problem is more highlighted in the field of literary translation and in this field the problem is more crucial for the translation of prose fiction. Novel and short story as two distinct genres of prose fiction are more frequently translated than other literary genres. The purpose of this research was studying the strategies dealing with non-equivalence at word level and comparing the frequency of these strategies for the improvement of the translation of novel and short story in particular and literary translation in general. For this purpose a novel and a short story collection by one author were selected. *Matilda* and *The Landlady and Other Short Stories*, the novel and the short story collection of the study, were translated by one translator Shahla Tahmasebi.

FREQUENCY OF BAKERIAN TRANSLATION STRATEGIES IN TWO LITERARY GENRES

Bakerian strategy for translating non-equivalence at word level	Percentage in <i>Matilda</i>	Percentage in <i>The Landlady and Other Short Stories</i>
Translation using a loan word or loan word plus explanation	% 58	% 83
Translation by cultural substitution	% 16	% 9
Translation by paraphrase using related words	% 3	% 0
Translation by omission	% 19	% 7
Translation by more neutral/ less expressive word	% 1	% 4

As summarized in the table, the results of the study show that ‘translation using a loan word or loan word plus explanation’ is the most frequently used translation strategy in both genres. However, the frequency of this strategy is significantly higher in short story (83%) than novel (58%). One possible reason can be the compactness, brevity and shortness of the short story which makes it more complex. According to Hunter (2007) brevity of the short story means “working with these tactical omissions to *suggest* and *imply* meaning, rather than stating it directly” (p.2). Shortness means “a creative transaction between brevity and complexity – the art of saying less but meaning more” (Hunter, 2007, p.2).

Short story has to produce one *single effect* in *one sitting* for this reason every single unit of utterance in short story is purposeful. Short story leaves no room for extension or redundancy as it sometimes happens in the genre of novel. Such brevity of short story makes technical words happen with a higher frequency in short story than novel. As the results show, most of the loan words refer to technical material, technical items, foods, titles and similar concepts which have no equivalent in Farsi such as phenols; sterols, glycerol, dextrose, acid, salad, vicar.. .

In novel, ‘translation by omission’ (16%) is the second frequently used strategy while in short story the second frequently used strategy is ‘translation by cultural substitution’ (9%). One possible reason for such difference between the two literary genres can be the length of the novel which provides room for repetition, redundancy and information which can be deleted but inferred (in the translated text). As the results show most omissions happen for the information which can be inferred from the translated text and which seem unnecessary.

The third frequently used strategy for novel is ‘translation by cultural substitution’ (16%) while for short story the third frequently used strategy is ‘translation by omission’ (7%). In short story every single word or unit of utterance is meaningful and contributes to the overall purpose of the short story which is producing one final single effect or emotion. So short story gives little freedom to the translator for omission.

The fourth frequently used strategy for novel is ‘translation by paraphrase using related words’ (3%) while for short story the fourth frequently used strategy is ‘translation by more neutral/ less expressive word’ (4%). And the fifth translation strategy for novel is ‘translation by more neutral/ less expressive word’ (1%) while for short story it is ‘translation by paraphrase using related words’ (0%).

In fact for short story four Bakerian strategies (2011) are not implemented at all namely ‘translation by paraphrase using related words’, ‘translation by paraphrase using unrelated words’, ‘translation by more general words’ and translation by illustration. However, for novel three Bakerian’s strategies are not used at all (translation by more general words, translation by paraphrase using unrelated words and translation by illustration) and one strategy (translation by more neutral/ less expressive word) has happened with a percentage which can statistically be ignored. It can be inferred that for dealing with non-equivalence at word level in the two genres of novel and short story, four strategies among eight Bakerian strategies work (Baker, 2011,p: 23-43).

There are a few studies which confirm the findings of the present research. Amir Shojaei in his MA thesis “Translation of Idioms and Fixed Expressions: Strategies and Difficulties” (2012), applies Mona Baker's (1992) strategies for the translation of selected English idioms to Turkish and Farsi. *A Girl on the train* and its translation by Ali Razi. He comes to the conclusion that socio-linguistic and meta-linguistic factors are equally important in the translation of CSIs.

Bahador Sadeghi in his PhD dissertation “Translation Strategies and Difficulties of English Idioms by EFL Learners and translators in novel genre: Baker’s Model in Focus” (2014), tried to evaluate if amateur translators can use Mona

Baker's strategies for translating idioms. For this end he selected twenty amateur translators and the English novel, Pete Rowan's *Treasure Island*, and its Farsi translation by Reza Hirmandi.

Bahador Sadeghi (2014) in discussion section of his Ph.D. dissertation used an idiom recognition test to measure the idiom knowledge and comprehension ability of the selected participants after MTELP test. Idiomatic expressions for measuring were selected from *English Idioms in Use* written by Michael McCarthy. The final result of Sadeghi's PhD dissertation (2014) was that, as translator he or she has right to use the translation by omission and translation by paraphrase and the other sub-branches of Baker's strategies, but they should have good knowledge about the idioms in Target culture as much as possible in order to make nearest translation of those idioms in the TL and Target culture.

Rashidi and Mavaddat (2014) investigated the strategies used by Persian translators in translating idiomatic expressions from English into Persian. It is an attempt to understand which strategies in translating idiomatic expressions are the most and which are the least frequently used ones. To this end, *Animal Farm* and three of its Persian translations were analytically contrasted with regard to the rendering of idiomatic expressions based on the model proposed by Gottlieb. The works were carefully studied and all the idiomatic expression in both the English work and its Persian equivalents were determined.

Then, the gathered data was subjected to descriptive statistics and the frequency and percentage of the used strategies were also given. The findings of this study revealed that the most frequently used strategies were Paraphrasing (PAR), Lesion (LES), Elimination (ELI), and Transposition (TRA), respectively. The least frequently used ones were Reduction (RED), Adherence (ADH), Compensation (COMpen), Falsification (FAL), Elaboration (ELA), and Alienation (ALI), respectively. While Complication (COMpli), Lacuna (LAC), and Emulation (EMU) had not been used at all.

These and similar research confirm that the translator's use of Baker's theory of translation by *omission* and *translation by paraphrase* are very high and usable among those translators who are translating literary genres such as novel and short story.

V. CONCLUSION

A major concern for a literary translator is finding an apt strategy to deal with non-equivalence at word level. The question which may arise here is if different strategies fare to be used for dealing with non-equivalence across different literary genres. For this purpose, the study was limited to two literary genres; novel and short story. And for matters of style homogeneity, the novel and the short story collection were both penned down by one author. For the same reason, among the existing translations, the translation of the short story and the novel which were done by one translator were chosen.

The results of the study show that 'translation using a loan word or loan word plus explanation' is the most frequently used translation strategy in both genres. However, the frequency of this strategy is significantly higher in short story (83%) than novel (58%). One possible reason can be the compactness, brevity and shortness of the short story which makes it more complex.

In novel, 'translation by omission' (16%) is the second frequently used strategy while in short story the second frequently used strategy is 'translation by cultural substitution' (9%). The third frequently used strategy for novel is 'translation by cultural substitution' (16%) while for short story the third frequently used strategy is 'translation by omission' (7%). The fourth frequently used strategy for novel is 'translation by paraphrase using related words' (3%) while for short story the fourth frequently used strategy is 'translation by more neutral/ less expressive word' (4%). And the fifth translation strategy for novel is 'translation by more neutral/ less expressive word' (1%) while for short story it is 'translation by paraphrase using related words' (0%). In both genres, for dealing with non-equivalence at word level just four strategies among eight Bakerian strategies work.

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Hanieh Naghdi is MA holder. She received her MA in English Translation from Islamic Azad University Parand Branch in 1398. She received her BA in English Language and Literature from the same university where she graduated with honors in 1397. She has translated a few books from English to Farsi and from Farsi to English.

Razieh Eslamieh (corresponding author): has completed her PhD program in English Language and Literature in 2011. She has been Exam Editor and Designer since 2005. She has also been Senior Lecturer for M.A. and PhD courses since 2011. Now, she is the assistant professor in Islamic Azad University Parand Branch. She has so far translated a few books including but not limited to *Girls at War and Other Stories* from English to Farsi (2017), *Advertisement* also translated from English to Farsi (2005). Her recent book is Jeremy Munday's *Introducing Translation Studies: Theory and Practice Reader* (2017). Her main research interests are postcolonialism, cultural studies, minimalism and flash fiction on the one hand and translation theories on the other hand.

Research on Culture Shock of International Chinese Students from Nanjing Forest Police College

Li Shen

Department of General Courses, Nanjing Forest Police College, Nanjing, Jiangsu, 210023, China

Jie Chen

Department of General Courses, Nanjing Forest Police College, Nanjing, Jiangsu, 210023, China

Abstract—At present, many domestic police colleges are constantly promoting foreign exchanges and cooperation. They have established extensive inter-school cooperation with foreign police education and training institutions and police colleges. More and more Chinese students of police colleges go abroad to judicial institutions and police colleges of various countries for short-term study or visit. Due to cross-cultural differences and other factors, these international Chinese students often encounter culture shock at English-speaking countries. This article takes eleven students from Nanjing Forest Police College (NFPC) as the survey object, conducts dynamic research applying interviews and questionnaires, explores the culture shock they experienced in six-month life and learning in 2019 in Canada, analyzes the internal and external causes, and proposes the countermeasures to cross-cultural adaption for international Chinese students in police colleges.

Index Terms—police colleges, international Chinese students, culture shock, countermeasures

In the rapid modernization of police education and international cooperation, many police colleges in China have accelerated the process of international education by strengthening the cooperation with international universities and establishing extensive inter-school cooperation with foreign police education and training institutions and police colleges. More and more Chinese students in police colleges study abroad in UK, Canada, Australia, Germany, South Korea and other countries. They often encounter culture shock in their cross-cultural experience of studying abroad. Apart from not knowing how to write to professors with the right format and wording or how to pay tips in the restaurants, they suffer from loneliness and homesickness as well. The negative emotions and the lack of cross-cultural communicative abilities affect their psychological adaptation to the new culture. This article takes students from NFPC studying in Humber College in 2019 in Canada as the survey object, conducts dynamic research using interviews and questionnaires, and analyzes the internal and external factors of culture shock they encountered in English-speaking countries. Relevant countermeasures are suggested for international Chinese students in police colleges to effectively overcome culture shock and improve cross-cultural communicative skills to better integrate into the culture of English-speaking countries.

I. THE CONNOTATION AND STAGES OF CULTURE SHOCK

A. *The Connotation of Culture Shock*

Culture shock was first proposed by Canadian anthropologist Kalervo Oberg in 1954 (Kalervo,1960) . He used ‘culture shock’ to describe the experience of those who go abroad to enter a new cultural environment different from theirs. Locke and Feinsod (1982) described culture shock as the pressure that may arise from exposure to or separation from an unfamiliar environment, causing significant changes in thinking or behavior. This change is due to the new culture which is cannot be perceived and explained and the unfamiliarity with cultural norms and behaviors. Kohls L. Robert (1984), an American cross-cultural education and training researcher, defined culture shock as the personal confusion or anxiety of different daily life-style people experience when being placed in an unfamiliar living environment. Culture shock contains two distinct characteristics. Firstly, culture shock is not caused by a specific event or a series of events; it is the result of perceiving something different from the previous cultural environment in the new culture. Secondly, it is caused by the accumulation of many small things instead of coming out without any signs and this process is long and difficult to identify.

B. *The Stages of Culture Shock*

Kalervo Oberg (1960) pointed out that culture shock consists of four stages: honeymoon period, transition period, adjustment period and adaptation period, reflecting the interaction between the target language culture (Heritage culture) and the new culture (Host culture). Furnham & Bochner (1986) outlines these four stages in detail in the book *Culture*

Shock: Psychological Response to Unfamiliar Environments.

1. In the weeks or months of the honeymoon period, the experiencer has a very positive attitude and feels excited and obsessed with the difference between the heritage culture and the new culture (food, local culture and customs, environment, life rhythm, etc.), but this experience will end soon.

2. During the second phase of the transition period, the difference between the two cultures becomes more and more obvious. Individuals are constantly haunted by various troubles concerning school, boarding house, language, transportation, shopping in the new cultural environment. The previous excitement may be replaced by depression and anxiety because of the obstacles of cross-cultural adaptation, and individuals may also have extreme emotions that are disconnected from the new culture, which results in stress and pessimism.

3. Over a period of time, people gradually adapt to the new environment and become more familiar with the new culture. Individuals feel more and more comfortable and may find themselves slowly transitioning into the third stage of adjustment. This transition is usually slow. Pessimistic and desperate emotions are gradually reduced, and individuals are full of confidence in the ability to live independently and communicate fluently with the locals.

4. In the final period of adaptation, individuals can adapt and accept the new culture with confidence, actively respond to and deal with some of the problems brought about by culture shock, and begin to enjoy the cultural customs and lifestyle of the host country, and a new life begins. Cross-cultural experiencers will inevitably go through the above-mentioned four stages. To be honest, the experience as well as the duration of each stage varies from person to person.

II. THE CULTURE SHOCK PROBLEMS OF INTERNATIONAL STUDENTS FROM NFPC

There are different manifestations and durations of culture shock for different individuals. The writer was visiting Humber College together with eleven overseas students from NFPC in 2019. With the application of qualitative research methods, the research tends to obtain the common problems of culture shock experienced by the eleven students through field experience, interviews, participatory observations and questionnaire surveys. Eleven students are coming from different majors, such as Criminal Science and Technology, Audio-visual Technology, Science of Public Security, Public Security Management and others. One in eleven students is a junior, three are sophomores, and seven are the freshmen. The questionnaire consists of twenty-six objective multiple-choice questions and four open-ended questions. The questionnaire mainly involves "personal background information, the understanding of culture shock connotation, common problems of culture shock, reasons of culture shock and personal countermeasures to overcoming culture shock and other aspects. The open interviews were conducted on selected overseas students from NFPC and faculties of School of Social and Community Services at Humber College, namely, Debbie Harris, the program coordinator of Forensic Identification; Stephanie Byer, manager of the International and Strategic Initiatives; and Jinming (George) Zhang, student liaison officer of the English Language Center. The culture shock experienced by eleven overseas students from NFPC during their study and life at Humber College was mainly manifested in the above mentioned four stages. They had the strong desire for exploring the new culture in the honeymoon period, the positive and pessimistic emotions in the transition period, and acceptance of the new culture in the adaptation period and the life adaptability at the boarding house and the new identity at the host culture.

A. *Fascination of New Culture*

In addition to learning specific skills and knowledge of policing, students from police colleges have strict school disciplines and management and live a regular life on campus. Their daily routine is quite different from that of students from other national universities and colleges. It is exciting for students in police colleges to have an opportunity to study abroad, with the dream of learning advanced policing theories and obtaining an insight into international policing. After settling down in July 2019, the survey showed that 72.73% of the eleven students were deeply enthusiastic about the new living and learning environment and were novel about everything around them. They could not wait to explore the local transportation, supermarkets, shopping malls, food culture, museum and historical and cultural sites.

B. *Homesickness*

After a month of honeymoon period, with further course learning and homestay life, students gradually began to turn to negative emotions from the initial excitement of the new environment. Some students missed family member, domestic friends and relatives and were caught in strong homesickness, 18.18% of the eleven students even wanted to give up study and return home.

C. *Barriers to Language*

In daily life and learning at college, students encountered a variety of problems. The survey showed that 54.55% of the eleven students often came across language barriers; 63.64% said they experienced the most language barriers while attending lectures and speeches. It was a huge challenge as well for students to complete the assigned thesis and experiment report by professors. The format, style, grammar and wording all bring great language obstacles to students. Although students could preview the teacher's lectures by downloading the lecture PowerPoint from the Blackboard of the learning center, however, there still existed unpredictable problems that arose during the detailed explanation and

group discussion. If these academic problems were not solved in time, psychological problems might increase as snowballs.

D. *Barriers to Communication*

As for daily meals and routines, 18.18% of the eleven students once had conflicts with their host families and they tried to avoid communication with host family members; some had difficulty in communicating with teachers and students at college due to language barriers and they felt anxious and distressed. Some students said in the interview that they could not integrate into the new cultural environment and felt unacceptable by the locals. They often chose to play computer games after class and indulged into the virtual world in which they could escape temporarily from the new environment and forget all the troubles they experienced in the new culture.

E. *Physical and Mental Discomfort*

36.36% of the eleven students said that they often felt that it was difficult to adapt to the new cultural environment, and some of them were often confused and uncertain about their new identity; some had fears due to food allergies and huge differences in diet culture; and a small number of students were shocked by the daily behaviors of the local students and the racial and ethnic diversity in the new environment. Some local students listened to lectures with headphones on and some even fell asleep, knitted sweaters or played games in class. There exist lesbian, gay, bisexual, and transgender (LGBT) police officers in different levels of police organizations and institutions in Canada. Overseas students felt astonished at the gender identity-based culture here in police organizations.

III. REASONS FOR CULTURE SHOCK OF INTERNATIONAL STUDENTS FROM NFPC

There are both internal and external reasons for the culture shock of the overseas students from NFPC. Their behaviors were rooted in psychological and social cultural factors.

A. *Internal Factors*

1. English proficiency

Language is the biggest challenge for those who first come to English-speaking countries. More than half of the students said in the survey that they often encountered language barriers. They experienced the most language barriers at classroom teaching, field practice and academic reports. The same feedback was obtained from the interview. Seven out of eleven students participated in a one-month language training course before the start of autumn semester in September. Even those who did not participate in the language training also encountered a lot of language barriers, such as the inability to understand the broadcasts in planes, buses, and subways, and poor communication with working staff of supermarkets, banks, phone companies, subway stations and other businesses.

The language problems the overseas students had in classroom teaching were particularly prominent. Taking the course of Crime Scene Investigation as an example, students could download the course PowerPoint in advance from the learning system before the class, and the students could easily follow professors' lectures in class. However, they would fall behind the local students when it came to group discussion in class. They found it difficult and embarrassed to get involved in the discussion and communicate with the local students even with gestures and facial expressions. The overseas students felt helpless and depressed at the sight of the local students' impatient facial expression. In addition, translation software was often applied by overseas students when working on written assignments. One of the students in the interview shared his experience of having a quiz. With the test paper in hand for just five minutes, the local students started to hand in papers one after another before he figured out the statements of each question. He failed that quiz. A week later, he took the make-up exam and passed. This experience made him feel sad and worried. All students, based on the questionnaire, said that they spent a large amount of time studying English textbooks after class with the aid of translation software. The first procedure in learning for students was to clear the unfamiliar vocabulary in the textbook. It was even tougher for them to understand and master the main content of each chapter. Language barrier was one of the main reasons for the decline of overseas students' self-confidence in the transition period of culture shock.

2. Legal knowledge

Besides the language barriers, the overseas students were lack of local legal knowledge, such as knowledge of the federal and national legal systems and relevant constitutional documents. China's legal system is mainly a civil law system, reflecting the influence of Continental European legal systems while the Canadian legal system features the coexistence of the common law system and the civil law system (Wikipedia, 2020). A large number of cases were given at Police Foundation Courses (PFC), such as Police Power, Investigation and Interview, Crime Scene Investigation. Students were frequently assigned with group discussion task based on the *The Constitution of Canada*, *Canadian Charter of Rights and Freedoms*, *Ontario Police Services Act*, *Criminal Code*, *The Royal Canadian Mounted Police Act* and other legal documents. Unfortunately, overseas students knew little about the above documents, the Canadian political system, the administrative divisions, the two coexisting legal systems, federal courts and provincial courts. There was no doubt that it was difficult for them to participate in group discussion with local students. Legal knowledge of the host country was an important factor affecting students' performance in the learning process.

3. Cross-cultural knowledge

Cross-cultural knowledge refers to knowledge, attitudes and skills that support effective and appropriate interaction and relationships between heritage culture and new culture. The knowledge and understanding of the differences between eastern and western cultures, western social systems, political and economic development, human history, values, etiquette, customs, clothing, food, housing and transportation are all closely related to culture shock. The survey showed that 45.45% of the eleven students knew nothing about intercultural adaptation, culture shock and other cross-cultural knowledge. In the courses of Crime Scene Management, Disaster Emergency Management and others, professors often focused on classic cases or emergency events that occurred in Canadian history, such as '2016 Fire in Fort McMurray' which swept through the province of Alberta in Canada, which is the disaster with the greatest economic loss in current Canadian history. Students were assigned into groups to discuss the appropriate emergency management framework for this incident. Unfortunately, overseas students were unaware about the weather, geographical location, and losses related to the incident. They had to spend a lot of time searching online, which ultimately affected the progress of the entire team to complete the task. The 'bottom' score made them feel discouraged.

People who have personal experience of different cultural environments possess different worldviews and ways of thinking. According to individual interviews with students from NFPC who studied abroad in Canada in 2017 and 2018, international learning experience in Canada enabled them to have a new perspective and understanding of their dreams and pursuits in life. They had a broader and deeper understanding of the connotation of culture shock and the differences between eastern and western culture. Two students from NFPC who came to Canada in 2019 said that the experience of overseas study at middle school supplied them sufficient psychological preparation for studying abroad. In comparison with other students, they came across less culture shock and dealt with cultural differences and conflicts with more confidence due to the knowledge of western cultural background and the experience in cross-cultural environment.

B. External Factors

1. Differences between eastern and western cultures

There are cultural differences between East and West in many aspects such as values, ways of thinking, norms of conduct, traditional customs, etc. Canada has its own cultural characteristics in terms of equality, social distancing, privacy, punctuality and respect. Students observed that local students had great passion for classroom participating and were brave to share their personal views. Professors would listen patiently and commented with encouragement and high respect to personal opinions. In comparison, students who were accustomed to the traditional way of teaching in China behaved more passively and conservatively. Only a few of them were actively involved in sharing views or answering questions. Moreover, Canadians were careful in choosing the topics for conversation. They tended to avoid talking about wages, family life, weight, religious beliefs and other personal topics. On campus, local students often talked about plans for weekends and holidays, social club activities, music, sports, food, weather and others. The topics discussed in host families were generally limited to overseas students' learning and living conditions instead of the work or marriage status of their parents. Overseas students must get permission from the hosts before inviting friends to their boarding house. Otherwise the hosts might feel offended without being respected (Interview, Wen-han, Chen).

2. Differences in boarding house

Life at boarding house plays a critical role in overseas students' integration into Canadian life. All overseas students expected a warm, safe and healthy living environment and a stable learning place. They expected to actively interacting and getting well with the family members. Eight overseas students from NFPC were arranged by Humber College to live separately in Philippine immigrant families and three overseas students were staying at the local Canadian families respectively. According to the interview and survey, students had different feedbacks of host families due to different living conditions and sense of responsibilities of the hosts. Some students were required to prepare breakfast and clean their plates after meals, while others were served three nutritious meals with meat, vegetables and fruits without doing anything. One of the students in the interview said that life at the host family was very unpleasant (Interview, Win-yu Wu). She felt bad after coming back home in which seven overseas students from different countries living under the same sky. She had to give a hand to prepare meals and do washing. The daily meals she had were simple and small. After the failure of communicating with the hosts, she asked Humber College for help and moved to a new boarding house. Everything went back to normal and she could focus on busy study. Some were more fortunate as the host family had children of their own age. They could chat and play games with each other and go out with the family at the weekends. The active communication not only increased the emotions between the international students and the host family, but also improved their English speaking skills. In an unfamiliar country, the sound living conditions and high responsibility of the hosts would surely assist overseas students to eliminate the restlessness, anxiety, pressure and other negative emotions brought about by culture shock.

3. Differences in climate and lifestyles

Toronto is located in the south of Canada, with four distinct seasons and strong ultraviolet rays throughout the year. It is wet in summer and snowy in winter and sometimes it will dramatically drop to minus 10-20 degrees Celsius in winter, with a mixed climate of snow, gusty wind and rain. The freezing cold weather was a great challenge for overseas students who had classes at eight in the morning. In terms of diet, monotonous western food or sweet pastries were far less delicious than Chinese food. The host family often prepared a sandwich, hot dog or French fries for lunch.

Overseas students were really tired of the simple, tasteless and small meals. They had to buy more food at the school canteen or prepared their own meals at home. In the first month, some students were absent from classes due to illness or food allergies. Canada is scarcely populated country and most Canadian families travel by private car, however, international students could only rely on public transportation which cost high (the one-way subway costs 3.25 Canadian dollars). In Toronto, various types of taxes and tips together with the high living expenses all threw great economic and psychological pressure onto the overseas students.

IV. COUNTERMEASURES TO CULTURE SHOCK OF INTERNATIONAL STUDENTS FROM NFPC

Culture shock does happen to overseas students from heritage culture to host culture. However, it is not inevitable to some extent. On the basis of the analysis of the internal and external factors influencing overseas students from NFPC who experienced culture shock, it is recommended that students take the following measures to actively respond to culture shock.

A. *Improve Language Proficiency*

Under the background of English globalization, students from non-English-speaking countries enter the western world with English as their first language. They are faced with the challenge of learning a new language, which is a prerequisite for successful adaptation and further development. English is a global language. You hear it on television spoken by people from all over the world. Wherever you travel, you see English signs and advertisements and people understand English (David, 2003). English communication skills of overseas students are crucial to adaption to host culture. Language proficiency is a key factor in the process of acculturation, which may have a significant impact on an individual's learning and development capability, because language proficiency plays a critical role in the transmission of context and the adjustment of cognitive processes (Glory, 2015). The biggest challenge for international students after they got settled in Canada was how to overcome language difficulties in life and learning. Being capable of communicating effectively in English was essential for them to better cope with the culture shock problems. It was a good choice for students with low language proficiency to take language training courses in advance at domestic training institutions or at the host country.

Jinming (George) Zhang, student liaison officer of the English Language Center of Humber College, offered great assistance to overseas students from NFPC. He said in the interview that EAP (English for Academic Purposes) supplied by the English Language Center could prepare the students for future academic studies as well as enable students to learn English skills in a meaningful manner. Students would be prepared by learning skills such as research, essay writing, presentation skills and more from a combination of different and interactive projects. Seven students joined EAP program in the summer of 2019. Not only their speaking and communication skills were greatly improved, but their self-confidence and language fluency were enhanced through the activities of the speaking club of EAP program. Jinming (George) Zhang also suggested that students should take the initiative to speak English as much as possible on campus or at home, and be active in communication with the locals. If there were any problems with learning, students were highly encouraged to seek help from professors, teaching assistants or classmates in time for the purpose of improving language proficiency efficiently (Interview, George Zhang).

B. *Learning Legal and Cross-cultural Knowledge*

Overseas students from police colleges should be familiar with Chinese laws and regulations, policies, basic theories of law and specialized legal knowledge, as well as the legal system and legal proceedings of the host country, especially the origins of the laws and legal documents related to police services. The Canadian legal system demonstrates the legal traditions of the United Kingdom and France. The dual-track legal system is characterized by a dynamic development of the common law system and the civil law system. With the exception of Quebec, all provinces in Canada have inherited the common law system from the United Kingdom. Quebec has a mixed legal system for historical reasons. Private law is based on civil law and public law is based on common law. PFC programs supplied by Humber College are on the basis of various categories of Canadian legal documents. During the process of figuring out the similarities and differences in the legal systems and police systems of China and Canada will definitely contribute to reducing the impact of culture shock. Overseas students from NFPC were suggested by Debbie Harris, coordinator of the Forensic Identification Program of the School of Social and Community Services of Humber College, to go to the school library to consult *The Constitution of Canada*, *Canadian Charter of Rights and Freedoms*, *Ontario Police Services Act*, *Criminal Code* and other documents of police service for a better understanding of Canadian legal and police systems. The relevant reading would help reduce the learning difficulties of PFC programs (Interview, Debbie Harris).

Cultural knowledge provides an important piece of information that helps to understand (to be specific, accurately explain and predict) the behavior of people from other cultures (Wiseman, Hammer & Nishida, 1989). Hullett & Witte (2001) pointed out that cross-cultural knowledge helps to interact effectively and appropriately with people of a specific culture, and understanding of the host country's culture has a positive impact on the adaptation of international students. Knowing the differences between heritage culture and cost culture in advance helps one anticipate the existence of culture shock and prepare oneself psychologically. Teachers of PFC programs often use *Kahoot* --- a game-based online learning platform which consists of some multiple choices covering the new language points, to check students'

performance on the day. It was surprising that many test questions were not related to the course contents, but involved sports, music, films and TV programs, novels, etc. If the students were familiar with Toronto Raptors, Bianca Andreescu (Canadian professional tennis player), Justin Bieber (Canadian singer) and Drake (Canadian rapper), Chris Hadfield (the International Space Station's first Canadian commander) and significant events in Canadian history, they should perform well and be actively involved in classroom learning.

C. Maintain Mental and Physical Health

Fitness can help reduce stress, enhance cardiopulmonary function, increase energy levels, and help maintain physical and mental health. The Canadian government is very concerned about the physical and mental health of its citizens. Based on the Canadian government website, it is recommended that children and adolescents should accumulate at least 60 minutes of moderate-to vigorous-intensity aerobic physical exercise every day. Adults (aged 18-64 years) should accumulate at least 150 minutes of weekly moderate-to vigorous-intensity aerobic physical exercise, at least 10 minutes or more per exercise (Wikipedia, 2020). The Fitness Center could be found everywhere in Toronto. There are also sports venues in every community. Fitness center and stadiums are available on each campus of Humber College. Students could check schedules of free fitness class and sports venues and activities on campus through Humber website or APPs. Overseas students could register and take part in college sports classes or competitions out of their interests.

As students of police colleges, overseas students from NFPC should act upon strict rules and disciplines of the college. They should be physically and emotionally healthy to be well prepared for future career challenge. The freshmen and sophomores of NFPC generally take police physical education courses every week, and there are high-standard physical tests each semester. High-intensity physical training is an inseparable part of their daily life at college. However, overseas students temporarily waved goodbye to high-intensity physical training and strict rules of police colleges after they arrived in Toronto. Being in a state of total relaxation was not a good choice for overseas students from police colleges. They should make full use of the fitness resources of the college and the community and keep on regular training to relieve the pressure caused by culture shock. Daily aerobic physical exercise would help reduce the psychological and physical discomfort and ensure lasting physical and mental fitness. Moreover, overseas students wouldn't suffer much from reverse culture shock when they came back to the previous police college life at NFPC.

D. Seek College and Community Support

In a new culture, speaking and thinking in a new language can cause mental fatigue and overseas students may be depressed or down in spirits. For overseas students from NFPC, actively participating in local activities at schools or communities could help lessen the impact of culture shock. Once students had a social circle of friends and were busy with college or community activities, it would be much easier for them to reduce their pessimistic attitudes.

Stephanie Byer, International and Strategic Program Manager of the School of Social and Community Services of Humber College, advised students to check frequently the official website of Humber College to get the latest arrangements of various school activities. Students were encouraged to seek help from school program coordinator or teaching assistants if they came across any difficulties in life and learning. In addition, they could find support from various educational services of college, such as the International Student Services Center, Student Wellness & Accessibility Center, Information Technology Services Center, Library Learning Resources Departments and others (Interview, Stephanie Byer).

While maintaining individualism, Canadians also attach great importance to their responsibilities to the community. They participate in various affairs of the community through voluntary services and donations. At the graduation ceremony, one of the overseas students from NFPC was awarded the 'Best Community Participation Award' by Humber College for his actively participating in sports activities at college and the community. This student explained in the interview that taking sports activities was the best way to relieve stress and integrate into the local community. A month after his arrival in Toronto, he made friends with some locals and often played basketball with them at college or at the community. He felt less pressure and anxiety than others and he recovered from the culture shock soon (Interview, Xin He). Active participation in various activities at college or community, frequent interaction with members of the host family and optimistic adaption to the new environment would certainly contribute to the reduction of the negative impact caused by culture shock.

V. CONCLUSION

Culture shock is the experience that a person may encounter when entering a cultural environment different from their own; it is also the personal disorientation a person may feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country, a move between social environments, or simply transition to another type of life (Wikipedia, 2020). Based on this research, students from NFPC suffered from culture shock when they were away from the familiar disciplined life and cultural environment at police college. Differences in behavior and ways of thinking resulted in confusion and obstacles to international students in life or study. From the perspective of personality psychology, overseas students experienced different phases of culture shock and the adaptation to the new culture varied from person to person. To sum up, as long as overseas Chinese students from police colleges acquire legal and

cross-cultural knowledge, make efforts to improve language proficiency, maintain regular mental and physical exercises, actively integrate into college and community activities, and respect foreign cultures, it is highly possible for them to overcome the culture shock and adapt to the host culture as soon as possible. How to cope with culture shock varies from one another. Students from police colleges are advised to find an appropriate way to deal with culture shock with the support from colleges, teachers, parents and language training institutions.

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Li Shen was born in Huaian, China in 1975. She received her Master's degree in linguistics from Nanjing Normal University, China in 2004.

She is currently an associate professor in the Department of General Courses, Nanjing Forest Police College, Nanjing, China. Her research interests include policing education and second language acquisition.

Jie Chen was born in Yancheng, China in 1979. He received his Master's degree in linguistics from Nanjing Normal University, China in 2009.

He is currently an associate professor in the Department of General Courses, Nanjing Forest Police College, Nanjing, China. His research interests include intercultural studies and second language learning.

An Experimental Study of Teaching English Writing with OBE in Chinese Senior High School*

Cuiming Li

Faculty of International Studies, Henan Normal University, Xinxiang, China

Fei Jiang

The Attached Middle School, Henan Normal University, Xinxiang, China

Abstract—Writing is a distinctly important language output skill. Students can organize and process the learned language knowledge through writing to realize the re-creation of knowledge. Writing is the best performance of students' comprehensive use of language ability and it plays an essential role in language instruction. The Outcome-Based Education originated in the United States in the 20th century. It is represented by Spicer, based on the four basic principles of clear objectives, expanded opportunities, high expectations and reverse design. In order to solve the unfavorable tendency of the separation of learning and use in instruction in China, this study attempts to apply the instruction model based on OBE to a unit teaching referring to an eight-week experiment for eight teaching hours. The research subjects are senior students of two classes in Grade 2 of a middle school in Henan Province. After collecting data, the qualitative and quantitative analysis have been carried out with SPSS 17.0. Meanwhile, students and teachers are surveyed and interviewed before and after the experiment to show their psychological feedback and actual changes during the teaching experiment with OBE. Through research and experiments, the following findings are obtained: First, in view of current conditions of English writing instruction in Chinese high schools, the English writing instruction model with OBE can help students improve their abilities of language production. Second, compared with the traditional English writing teaching mode, it can stimulate students' interest in learning and applying language, and reduce their negative emotions such as anxiety, passiveness and helplessness.

Index Terms—outcome-based education, English writing teaching, senior high school, experimental study

I. INTRODUCTION

The Outcome-based Education (OBE) has gradually captured the attention of domestic researchers and educators after being certified by engineering in Europe and the United States. Exploring OBE's concepts and instruction methods can authentically and effectively improve the quality of classroom teaching. Regarding OBE, many scholars have systematically studied it in recent decades. For example, Linda A. Suskie conducted in-depth study of learning effectiveness of education in terms of preparatory work before learning effectiveness, selecting the conditions and requirements of assessment tools and assessment results of learning effectiveness; E. Grady Bogue and Kimberly B. H. conducted detailed analyses and research on the methods of assessing student learning effectiveness in Quality and Accountability in Higher Education; Banta TW.'s Assessing Student Achievement in General Education Assessment Update Collections focuses on the effectiveness of OBE in general education and professional education and analyses of how to perform the assessment was made.

In recent years, OBE has also attracted widespread attention from Chinese scholars: Cheng Tiantian (2016) analyzed the construction of the instruction guarantee system from the perspective of OBE. Through extensive investigation and summary, she understand the operation of the existing undergraduate instruction quality assurance system and the existing problems; Li Huiju and others (2016) studied the reform of the instruction mode of a professional course from the perspective of learning effectiveness education; Song Xiaozhong (2017) expounded the meaning of the OBE, analyzed the current situation of college oral English instruction in China, and focused on three aspects: increasing attention, strengthening educator construction, and changing traditional instruction methods; Zou Xingju (2017) took "Internet+" as the background, applied online and offline instruction strategies, and took the supervision of schools and departments as its guarantee system. With comprehensive assessment and diversified evaluation systems in various ways, the SC-OBE teaching model will be gradually implemented in business English teaching.

This research focuses on the application of OBE to the instruction design of high school English writing, and attempts to apply experimental teaching practices to experimental classes. At the same time, it collects, summarizes and

* This research was supported by 2019 Research Project of Henan Basic Education (Project No.: JCJYC19050009).

analyzes students and teachers' feedback and suggestions in practical teaching about OBE. The significance of this research is mainly reflected in the two parts: philosophy and practice. As far as the philosophy is concerned, the research applies OBE to the veritable instruction environment through practice and continuously adjusts the instruction design of the preset mode, thereby enriching the philosophy and promoting it further.

II. LITERATURE REVIEW

A. Basic Principles of OBE

Spady & Marshall (1991) indicated that the basic principle of OBE is that all learners can succeed. The basic assumption is that all students are talented and excellent, and school is an institution that guides students to find ways to achieve results. Guided by this principle, Spady (1994) proposed the outcome-based education pyramid (The pyramid system of OBE, see Figure 1). The pyramid consists of one paradigm, two key purposes, three key premises, four operating principles, and five generic domains of practice. These factors work in concert to promote student learning success.

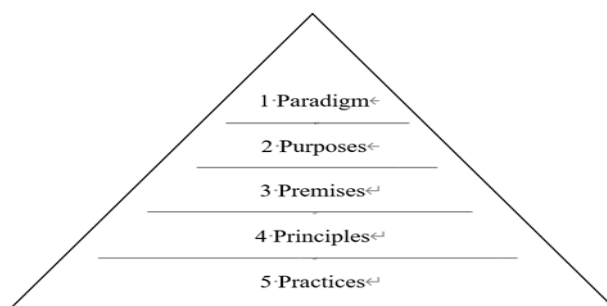


Figure I. THE PYRAMID OF OBE

The purpose of OBE is to establish a blueprint of results, create successful situations and opportunities, and reflect the philosophical thinking that all students can achieve success. The three premises of OBE are as follows: (1) All students can succeed, but not the same way of learning on the same day; (2) Successful learning experience helps further learning; (3) School-controlled learning conditions can directly affect students' successful learning. Four operating principles of OBE are: (1) clarify students' graduation achievements; (2) expand learning opportunities; (3) high expectations; (4) downward design. These four principles are at the core of OBE philosophy. These four principles are coordinated to help teachers and students succeed. It is worth noting that the continuous, systematic, creative, and simultaneous application of these four principles will directly improve the efficiency of the entire system. And the five generic domains of practice of OBE are listed below: (1) Define results: The implementation of education and instruction with OBE must definitively define the outcome, and include core results and specific results; (2) Curriculum design: OBE emphasizes that the curriculum should integrate achievement objectives, instruction activities, and evaluation, and emphasizes integration with life situations; (3) Instruction activities: What do students learn in instruction with OBE? What can students do? It focuses on ability development, encourage thinking, evaluation, and feedback; (4) Multi-evaluation: OBE emphasizes multi-evaluation, and the evaluation results emphasize the improvement of evaluation achievement standards, rather than the comparison of outcomes among students; (5) Decision process: OBE emphasizes that all students have access to successful opportunities for learning and teacher guidance, giving students the ability to set objectives in a number of stages to achieve success.

B. Previous Researches and Application of OBE in China

In recent years, Chinese scholars have paid more attention to OBE. For example, Shen Tianen & Steven Rock (2016) introduced the philosophy of OBE in detail which included the contents that it was originated from the concept of educational objectives, competency-based education, proficient education, standard reference evaluation and higher education input-process-output theory. And further enriched and perfected the outcome-based design proposed by Li Zhiyi in the field of engineering education, and designed a set of outcomes oriented instructional design concept consisting of three parts: instruction outcome circle, education quality inner circle and education quality outer circle. Gong Jianmin (2016) analyzed the quality of college graduates, proposed that the exertion of outcome-based education is an inevitable choice to improve the quality of highly effective personnel, analyzed the difficulty of implementation, and put forward a reasonable implementation strategy. He Jing, Kong Fanzheng and Wang Lin (2018) expounded the essence and significance of the philosophy and characterized this philosophy based on the perspective of scientific practice results and made some more scientific, reasonable and effective contributions to the implementation of OBE. Song Xiaozhong (2017) expounded the meaning of the OBE, analyzed the current situation of college oral English instruction in China, and focused on three aspects: increasing attention, strengthening educator construction, and changing traditional instruction methods. It put forward effective measures of college English teaching mode based on OBE. Zou Xingju (2017) took "Internet+" as the background, applies online and offline instruction strategies, and takes

the supervision of schools and departments as its guarantee system. With comprehensive assessment and diversified evaluation systems in various ways, the SC-OBE teaching model will be gradually implemented in business English teaching, in order to eventually cultivate compound foreign language talents with English and proficient business skills.

In general, although the researches on the concept and practice of OBE started later than western countries, it has broadened the perspective and scope of research. Dialectically analyzing the basic concepts of western reign countries and combining with domestic actual conditions, the forms are also diverse, which is very inspirational for future research.

III. INSTRUCTION MODEL DESIGN

A. Key Elements of OBE Instruction Model

In the philosophy of OBE, the curriculum instruction model is centered on students' intended learning outcomes. Chandrama Acharya (2003) summarized the basic framework of the implementation of the OBE instruction model into four key essentials: Defining, Realizing, Assessing and Using.

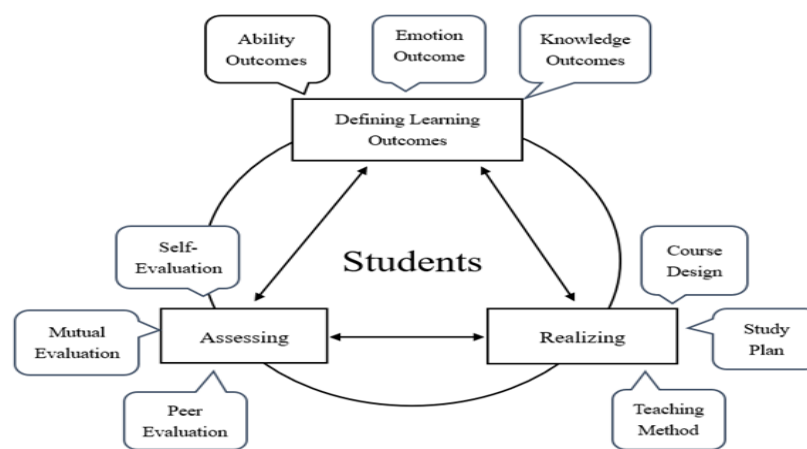


Figure II. The OBE Application Cycle

Under the OBE, the curriculum instruction model is centered on students' intended learning outcomes, so that the instruction emphasizes the transformation of educational philosophy and students' learning-oriented instead of teaching-oriented. At the same time, the teaching objectives are transformed into the learning outcomes that students should achieve, consequently students' learning creativity and internal motivation will be inspired. The educator's focus is to be a qualified navigator, and to elaborately construct each instruction process according to the learning outcomes to help students acquire veritable abilities. According to the four steps of Acharya's implementation of the basic framework of the instruction model with the OBE, the construction of this instruction model should contain the following elements: define students' outcomes, design instruction activities, develop evaluation methods and form an application cycle.

B. Define Students' Outcomes

In the hypothesis of the OBE, output learning outcomes will serve as the driving force and objective of language learning. Compared with input learning, English learning through output can guide students to improve understanding and produce learning outcomes and emphasizes the output function, such as enhancing efficiency, attention, hypothesis testing, and metalanguage. In the OBE, the function of the instruction subject is to replace the educator's "one-way output" with "learning for the practice," and transforming the instruction objectives to learning outcomes that students should achieve, so that students' creativity and internal motivation are inspired. The setting of the students' intended learning outcomes is related to the choice of course content and teaching strategies, the positioning of teacher and student roles, the choice of teaching activities and the formation of evaluation. According to the OBE, combined with the core competence of English discipline, this study divides the indented learning outcomes of high school English writing courses into the following points.

TABLE I.
THE INTENDED OUTCOME FOR HIGH SCHOOL ENGLISH WRITING COURSES

	Ability to use complex grammar and vocabulary correctly
Linguistic Competence	The content of the article is closely related to the main points, the logic is smooth, and the framework is complete. Effective use of linking components between sentences Able to express views accurately and smoothly Innovative and practical
Thinking Qualities	Desire and ability for lifelong learning Thinking is logical, critical, innovative and original Ability to use English for multiple thinking
Cultural Awareness	Humanistic and concerned about human survival and development Positive psychological qualities, self-confidence and optimism Able to understand the cultural connotation of each country Awareness and ability to communicate across cultures
Learning Ability	Independently acquire, collect, process and use information Autonomous learning, cooperative learning, inquiry learning Ability to reflect and continuously improve
	Proficiency in learning strategies such as metacognitive strategies, cognitive strategies, and resource management

C. Design of Instruction Process

(1) Clear outcomes and guidance: Before teaching a new lesson, the teacher guides students determine the level of knowledge and ability to be used after the lesson, decomposes the intended results outcomes one by one, designs the introduction content before the lesson, connects the intended results outcomes with the lesson content, and organizes students to complete the previous autonomous learning. Teachers collect materials and organize, and in accordance with the specific content of the teaching implementation, to develop a study guide for students in advance, to provide students with the necessary conditions for self-study.

(2) Autonomous learning and communication: Students' self-directed learning and group collaboration can prompt students to supervise, guide and correct each other, and promote progress together. Therefore, according to the requirements of the intended outcomes and the guidance study-plan, in the process of autonomous learning and practice, students discuss and give feedback to the group members in a timely manner, analyze the problems and difficulties, and then summarize the questions raised, share and discuss among groups.

(3) Autonomous output and application: According to the initial self-study results, students write and conduct self-evaluation and mutual evaluation of the first draft against the expected outcomes, and evaluate and improve in the first round. Then, students discuss and sort out the existing problems that cannot be solved, and summarize them in a group.

(4) Troubleshooting and raise expectations: The teacher answers the questions that the student encounters, and then the teacher extends the learning and explains the problems. Teachers set challenging requirements that can motivate students for deeper learning, because high expectation is one of the principles of the OBE. In contrast to the intended outcomes, the teacher uses a more consistent writing product as a reference, and gives students the opportunity to use the previously learned problem solving methods for secondary improvement and modification.

(5) Evaluation and promotion: The teacher collects, reviews, and analyzes the outcomes that the students have perfected for the second time, points out and corrects the problems existing in the students' response. And the teacher gives directional guidance and specific operation plans for the next improvement of the students.

D. Develop Teaching Evaluation

The design of teaching evaluation should adopt multiple evaluation system, and students' assessment outcomes should be grasped from multiple perspectives, such as students' ability of self-learning, finding and solving problems, innovation, teamwork, and evaluation of output, etc., test and evaluate students' learning outcomes from multi-dimensional angles. Therefore, teachers should formulate and improve the evaluation system with OBE, and comprehensively evaluate the comprehensive quality and practical ability of students. The teacher should formulate comprehensive and detailed assessment rules that can measure students' substantive and conceptual knowledge and ability to apply. The performance of the students is divided into different dimensions and different levels, and the descriptive language of each dimension and level must be clear, specific and measurable. The teacher should develop and firmly implement evaluation standards to assess students' ability levels as comprehensively and accurately as possible. This is both an assessment of student abilities and an evaluation of the teacher's phased teaching effect.

E. Form an Application Cycle

Refer to the basic framework for integrating the instruction model of OBE implemented by Chandrama Acharya (2003): Defining, Realizing, Assessing and Using and CDIO model: Conceive, Design, Implement and Operate for instruction model design. The application part has two kinds of connotations at the same time, on the one hand, the students actually apply what they have learned to real life, and let the students use what they have learned to solve some

practical problems; on the other hand, educators and institutions use the evaluation results of students' intended outcomes, and appropriately adjust and improve curriculum settings and instruction strategies based on feedback from the evaluation results to form a continuous optimization and perfect application model cycle.

IV. RESEARCH DESIGN

A. *Research Objects*

The research objects of this study are 134 students from a middle school in Henan Province. The two classes are as the control class and the experimental class and use the traditional English writing instruction mode and the instruction mode under the OBE respectively to teach.

B. *Research Instruments*

In this thesis, three research instruments are included. They are questionnaire, interview and test.

(1) Questionnaire

The Senior High School English Writing Survey Questionnaire's structure, questions and answers of this research is mainly guided by Professor Chen Jianlin of Shanghai International Studies University. The questionnaire consists of a total of 12 questions, which are divided into three main dimensions.

(2) Interview

In order to avoid the adverse effects of subjective impressions on the research results and to make up for the limitations of the questionnaire survey, during the research process, the researcher selected some students and their teacher in two classes to conduct interviews. The intention is to understand more clearly the status of teaching and the demands of teachers and students.

(3) Pre-test and Post-test

In order to comprehend the changes in students' writing abilities after teachers used the writing instruction mode with OBE, two writing tests were performed during the experiment, which were pre-writing tests and post-tests at the end of the experiment. The researcher calculated and counted students' writing scores as experimental data. They mainly divide the total score of 25 into five levels based on grammar and vocabulary application, content, and structure of the composition.

C. *Research Procedures*

The first stage of experiment is to make some preparation. The researcher consulted an amount of literature of the OBE and its development proposed by Spady W.D, and combed the research and application of the philosophy at home and abroad. Through researching the literature, we can comprehend the research development and current situation, clarify the research content and research ideas, and provide the theoretical basis for exploration research. It lays the foundation for the construction of a conceptual framework and the follow-up high school English writing instruction model, and proposes feasible solutions and suggestions for this research.

The second stage is the implementation of OBE. Before the experiment, a self-made questionnaire was used to survey 134 students. The first questionnaire survey can acquire the current situation of English writing instruction, select statistics and analyze of the survey results, and find out the main problems. At the same time, five students from the experimental class and the control class were randomly selected and their English teachers were interviewed. The researcher first acquired the demands and acceptance of English writing instruction from the perspective of students, then comprehended the difficulties and problems encountered in English writing teaching from the perspective of educators, and analyzed the causes of these issues. In addition, the researcher observed the educator's instruction situation and students' learning situation and made detailed records throughout the entire process of English writing teaching of OBE. It assists the conclusion and cause analysis of the questionnaire results, and provides an intuitive reference for formative evaluation.

After the experiment, all the students of two classes are tested and the data are collected as the post-test results. Teachers focus more on the vocabulary, language use, organization, content and mechanics. Subsequently, the researcher conducted a questionnaire survey again after the experiment. Finally, the results are compared and analyzed to verify the effectiveness of the OBE in guiding high school English writing teaching and to try to construct a new writing instruction model.

V. RESULTS AND DISCUSSIONS

A. *Results of Questions*

134 questionnaires of each pre-survey and pro-survey were issued and recovered.

(1) Pre-survey

In September 2019, in order to know more about current conditions of English writing learning of high school students, the researcher conducted a questionnaire survey on a total of 134 students as a research sample. Because the results of the control class and the experimental class are deeply uniform, they are comprehensively analyzed. The questionnaire is divided into three parts, which are designed for "student's writing attitude", "student's evaluation of

current English writing lessons” and “student writing skills application and self-evaluation”. Specific survey results are as follows:

1) Student’s Writing Attitude

TABLE II.
QUESTIONNAIRE ON ENGLISH WRITING IN HIGH SCHOOL

	A completely consistent	B basically consistent	C not sure	D seldom consistent	E completely not
1. I enjoy English writing courses and the writing process.	8%	12%	20%	34%	26%
2.I have difficulty in English writing and I am dissatisfied with the outcomes.	36%	42%	12%	6%	4%

The first dimension is “student’s writing attitude”, which includes two small questions, Questions 1 and 2. Through the analyses of the survey data, it can be seen that: the results of the first question reflect most students are lack of enthusiasm, indifferent, and have negative feelings towards English writing; the answers to the second question fully show that most students think English writing is difficult. This set of data shows that most students face varying degrees of fear when writing, and therefore lack confidence and motivation in English writing.

2) Student’s Evaluation of Current English Writing Lessons

TABLE III.
QUESTIONNAIRE ON ENGLISH WRITING IN HIGH SCHOOL

	A completely consistent	B basically consistent	C not sure	D seldom consistent	E completely not
3.I think there are currently less writing arrangements in English courses.	44%	30%	20%	4%	2%
4.I hope to get more guidance and help from my teacher in English writing.	38%	36%	22%	4%	0%
5.I think the current mode of English teaching can stimulate my interest in English writing.	2%	8%	18%	46%	26%
6.The teacher has taught me specific knowledge about English writing framework, content and language use.	6%	14%	42%	22%	16%
7.The teacher’s correction of my English composition can help me a lot.	12%	16%	34%	20%	18%

The second dimension is the “student’s evaluation of the current high school English writing class”, which includes Q3 to Q7. The description and analyses of the survey results are as follows: In question 3, the answers objectively reflect problems such as insufficient time scheduling for writing instruction and inadequate attention to writing tasks. A total of 74% of students in the Choice A and Choice B to Question 4 are desperate to be instructed by teachers in English writing, and 22% of students expressed uncertainty about the current demand for teacher guidance. Only 10% of the students in the result of Question 5 gave affirmative answers, which is enough to prove that the current teaching mode of writing fails to stimulate students’ writing interest. Question 6 shows that 42% of students are confused about whether the teacher taught the basic contents and methods of English writing in detail, while 38% of students hold a negative answer. This shows that the current teaching of writing in high school English courses is obviously insufficient. As the choice of Question 7 indicates, students have a more even distribution of positive and negative attitudes towards teacher evaluation and composition review. However, it is worth noting that more than 60% of the students still expressed uncertainty and negative attitude towards using the current composition grade pattern to improve English writing.

3) Student Writing Skills Application and Self-evaluation

TABLE IV.
QUESTIONNAIRE ON ENGLISH WRITING IN HIGH SCHOOL

	A completely consistent	B basically consistent	C not sure	D seldom consistent	E completely not
8.When writing, I am able to use newly learned words, sentence patterns and grammars.	8%	16%	22%	32%	22%
9.While writing, I was able to smoothly and independently collect materials and build frameworks.	6%	12%	22%	38%	22%
10.I think I have a insufficient ability to use English language and cannot express my ideas accurately.	46%	28%	12%	8%	6%
11.I am familiar with how to accumulate English writing materials and skills.	4%	8%	18%	44%	26%
12.I think I have difficulty in writing composition for constructing framework and content compilation.	28%	34%	16%	12%	10%

Through Question 8, it can be seen that about 24% of the students are able to contact and use new vocabulary, sentence patterns and grammar in their own writing process, while 76% do not use and are uncertain. Moreover, most students fail to translate the newly acquired knowledge into the output of language use. The data of Choice A and Choice B of Question 9 are 6% and 12% respectively, which means that only 18% of the students can independently complete the pre-writing preparation activities such as material collection, preparation, and frame construction before writing. In Question 10, Choice A is 42% and Choice B is 28%. A total of 70% of students clearly believe that their English language ability is insufficient, which affects the expression of their own ideas, resulting in unsatisfactory outcomes. From the Question 11, it can be seen that only 12% of students are familiar with the daily accumulation of writing materials and the skills needed in English writing. Question 12 reflects that 62% of students lack textual knowledge and scarcely know how to organize the structure. The statistics explicitly suggests that students are lack of the ability in creating and researching contents.

(2) Pro-survey

At the end of the first round of questionnaire survey, the researcher carried out eight implementations of the teaching mode of English writing based on the OBE for the experimental class. However, an open question was added to the experimental class, that is, "Would the new writing instruction model help you, and if so, in which aspect?" After the completion of the course, the researcher conducted a questionnaire survey again to the students of the two classes, distributed 134 questionnaires, and recovered all copies. The statistical records are summarized as follows:

1) Student's Writing Attitude

Comprehensive analyses of the data results of the two questionnaires are as follows: A large proportion of students in the experimental class had a new understanding of writing, which inspired their writing expectations, made they pay attention to writing tasks, and made they have a certain degree of confidence in their own outcomes. The reason lies in the influence of the teaching principles and practical emphasis of the OBE. On the one hand, the setting of the intended outcomes in this philosophy is the key to determining the teaching and learning effects of a writing course. The ultimate objective of instruction is to help students acquire the ability that can ultimately be used in practice. It advocates decomposing a large task into several operational subtasks which can be completed step by step. The reduction in task difficulty helps students overcome psychological anxiety to some extent. On the other hand, the OBE advocates that educators help students take an active part in the lesson. Teachers can provide inspiration and scaffolding to students in the writing instruction. The teaching mode with OBE highlights the subjective status of students in the curriculum, and empowers students to find their own learning approaches and learning rhythms for their own situations.

2) Students' Evaluation of Current English Writing Lessons

TABLE V.
QUESTIONNAIRE ON ENGLISH WRITING IN HIGH SCHOOL-THE CONTROL CLASS

	A completely consistent	B basically consistent	C not sure	D seldom consistent	E completely not
3.I think there are currently less writing arrangements in English courses.	42%	32%	16%	6%	4%
4.I hope to get more guidance and help from my teacher in English writing.	38%	36%	22%	4%	0%
5.I think the current mode of English teaching can stimulate my interest in English writing.	2%	6%	20%	44%	28%
6.The teacher has taught me specific knowledge about English writing framework, content and language use.	6%	16%	46%	20%	12%
7.The teacher's correction of my English composition can help me a lot.	14%	16%	32%	20%	18%

From the perspective of students' demands, we analyze students' evaluation of writing lessons. Based on the classroom observations and comprehensive analyses of the Question 4 and Question 7 of the two survey data, the researcher believes that most students want guidance and help from teachers and teachers' evaluation of outcomes and can actively participate in the instruction of English writing with OBE. The reason is that in the process of implementing this mode, teachers can understand the students' demands in advance, and help students to divide the intended outcomes. From the perspective of teacher-student relationship, students feel that teachers' attention and care, then students will tend to actively cooperate with teachers in teaching work. From the perspective of humanism, the harmonious teacher-student relationship will inevitably promote effective teaching.

3) Students' Self-evaluation in the Writing Process

According to Question 8, the proportion of students who can use new vocabulary in writing is 52%, which is higher than the pre-survey data 28% and higher than the control class's 24%. It can be seen that apart from the pre-writing input materials provided by the teachers, students would like to link and apply the newly learned vocabulary to writing, and can choose the content of similar teaching materials when writing. Question 9: Based on the survey results and classroom records, it is clear that with the OBE's instruction mode, students are more explicit and pay attention to the use of writing skills. It is embodied in students' selective practice during writing, recognizing new words and complex sentence patterns and grammar through writing, and in enhancing their memory and proficiency in using words and

grammar. From the perspective of students' learning effects, the proportion of students who think that their language application ability is incompetent in Question 10 accounts for 32%. And they also believe that incompetent language application ability affects their accurate expression of ideas. It can be seen that the English writing instruction with OBE can help students expand the vocabulary reserve and application ability to varying degrees. In Question 11, the data clearly show that the English writing instruction mode with OBE can lead students to strengthen the learning and accumulation of language materials and can also promote writing, form a virtuous circle of knowledge input and output. For the Question 12, the data reflects that after this stage of practice, about 48% of students have basically eliminated most of the confusion in English writing. By analyzing the data of the last three questions, the obvious data changes in the experimental class fully demonstrate that the English writing instruction mode with OBE can effectively help students to improve significantly in terms of material accumulation, framework construction and content writing. At the same time, students' self-evaluation ability has also been improved, they can clearly understand their strengths and weaknesses, and can dynamically monitor and evaluate the changes in their own development.

For the open question in the second round of questionnaire "would the new writing instruction mode help you, and if so, in which aspect?", all 65 students in the experimental class expressed their thoughts. About 48% of the students think that the most helpful aspect is that they have sorted out the learning approaches of English writing, especially the acquisition and accumulation of language materials. About 22% of the students affirmed the positive impact of the OBE's instruction mode on their language use, including emotional attitudes and skills improvement. Meanwhile, two thirds of students mentioned that this mode can help them reduce writing anxiety and increase writing confidence.

B. Results of Test

This research test includes pre-test and post-test. 65 students in the experimental class and 69 students in the control class all participated in the two tests. The composition of the pre-test is selected from the college entrance examination English writing simulation task related to the current semester teaching contents. The topic is "assuming you are Li Hua, who studies in an international middle school and you decide to participate in the presidential election of the Student Union. Please prepare a speech, about 100 words". The scores are strictly in accordance with the English composition grading standards for the college entrance examination. They are mainly divided into five levels for grammar and vocabulary use, content and article structure, with a total of 25 points.

(1) Paired Sample T Tests

In order to investigate the changes in the performance of the experimental class and the control class in the context of their own instruction mode, the researcher used paired sample T test to compare students' writings before and after the experiment to confirm which teaching method is more helpful for students in English writing instruction.

TABLE VI.
PAIRED SAMPLES TEST OF CONTROL CLASS

Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig.
			Lower	Upper			
-.10145	.45842	.05519	-.21157	.00867	-1.838	68	.070

a. Group = CC

The table above is about the paired sample T test results of the control class in the pre and pro tests. As shown in the results, the overall average score of the control class after the eight times' teaching experiment in the pre-test improved by 0.10145 points, correspondence significance $P = 0.070 (> 0.05)$ and $T = 1.838$. The data show that after eight times of the teaching process of "assigning composition-grating score-simple comments" in the traditional English writing teaching mode, the control class did not significantly improve in grades. It is also worth noting that the standard deviation of the pre-test data of the control class is 1.969691, which is almost the same as the post-test result of 1.93994, indicating that the traditional instruction mode is not helpful in reducing the difference in student performance.

TABLE VII.
PAIRED SAMPLES TEST OF EXPERIMENTAL CLASS

Pair	Pre-test - Post-test	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig.
					Lower	Upper			
1		-2.56923	1.90369	.23612	-3.04094	-2.09752	-10.881	64	.000

a. Group = EC

According to the data, after the eight times' teaching experiment of the English writing instruction mode with OBE, the overall average score of the experimental class improved by 2.56923 points, correspondence significance $P = 0.000 (< 0.05)$ and $T = 10.881$, it shows that the experimental class improved significantly. At the same time, the researcher found that the standard deviation of the student's performance during the pre-test was 2.48476, and this digit is reduced to 1.78428 of the post-test, which indicates that while the overall performance of the students' composition improved, the instruction mode with OBE can help students with more incompetent levels better.

(2) Independent Sample T Test

The following is a test of the difference in results between the control and experimental classes before the experiment. It shows that before the experiment of the instruction mode design in the two classes, the overall average level of the students is almost the same. It complies with the principle of statistical sampling and can be used as a reasonable sample for this experiment.

TABLE VIII.
INDEPENDENT SAMPLE T TEST OF PRE-TEST

		Levene's Test for Equality of Variances		t-test for Equality of Means			95% Confidence Interval of the Difference			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-test	Equal variances assumed	3.673	.057	.243	132	.808	.09454	.38835	-.67365	.86272
	Equal variances not assumed			.242	122.790	.809	.09454	.39087	-.67917	.86825

The following is a test of the difference in results between the control class and the experimental class after the experiment. As can be seen from the following table's results, there is a significant difference between the two classes in the overall average score of the students in the post-test ($t = 7.308, P < 0.05$), indicating that the results of the two classes have been significantly different after the experiment. The post-test score of the experimental class (18.9385) is significantly higher than that of the control class (16.5652). At the same time, the researcher find that after teaching experiment, the standard deviation of student performance in the experimental class (1.78428) is lower than that in the control class (1.97394). It can be shown that compared with the traditional English writing instruction mode, the instruction mode with OBE can better help the class reduce the difference in students' grades.

TABLE IX.
INDEPENDENT SAMPLE T TEST OF PRO-TEST

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	2.798	.097	-7.286	132	.000	-2.37324	.32571	-3.01754	-1.72895
	Equal variances not assumed			-7.308	131.781	.000	-2.37324	.32473	-3.01560	-1.73089

From the comprehensive analyses of the pre-test and post-test data of the experimental and control classes, the researcher mainly found that the effect of the teaching experiment with OBE is most obvious in the second grade (16-20 points) and the third grade (11-15 points). The experimental class had a total of 35 students in the second grade before the teaching experiment, and the number increased to 52 after the experiment. A total of 24 students received the third grade, which sharply decreased to 5 after the experiment. The data can clearly prove that in the instruction of English writing with OBE, the number of students who converted from low scores to high scores increased significantly.

In summary, after two writing tests (i.e. pre-test and post-test), a comparative analysis of each group of data and a comparison of the averages of the whole class, we can see that the teaching mode with OBE of the English writing course for senior high schools can help students better absorb and produce second language knowledge, and the writing quality of all students in the experimental class was improved to varying degrees. Since most of students in current day-to-day learning are in a non-linguistic environment, this mode is driven by the intended outcomes and can help students actively input a large number of language materials, including vocabulary, grammar and reading materials. In this way, to a certain extent, students' language sense is enhanced, the negative transfer of students' mother tongue is overcome, and the frequency of students' Chinglish expressions is reduced.

C. Results of Interview

Before and after the experiment, the researcher interviewed the teacher of the experimental and control classes. Before the experiment, the teacher focused on vocabulary, grammar and reading instruction. In order to complete the teaching schedule, they had to drastically reduce the time for writing teaching. Generally speaking, after completing the teaching contents of each unit, the writing part is left to the students for homework. However, in the process of grading the compositions, the teacher found that most students did not take it seriously, and they wrote the compositions just to complete the homework. In addition, teacher's evaluations of students' compositions are often not timely, and most of the evaluations are mostly rough comments or simple scoring, and the students' writing levels have not improved. After trying to understand the OBE, the teacher combined his own teaching experience and several senior English teachers discussed and analyzed the current conditions of instruction and the operating steps of the philosophy.

After eight times of experiments of the English writing instruction mode with OBE, educators clearly stated in interview that this model can help teachers and students balance time and efforts in vocabulary, reading and writing. It can greatly improve students' passive acceptance of teachers' knowledge points and skills teaching in traditional teaching model. Teachers fully affirmed the OBE's instruction mode in terms of intended outcomes setting, student interaction activities, and teachers' construction of supports. In the teaching procedure with OBE, students were encouraged to participate in designing and teaching activities to gradually achieve productive tasks, which reflects the difference from the traditional instruction model. The teacher could obviously feel that the vocabulary of most students is rising rapidly. And students have courage to try instead of feeling resisted and fear. Students' attitude has transformed from perfunctory to serious and positive while they are writing. In the process of reviewing students' compositions, the teacher found that students made significant progress in the use of new words and grammar, frame construction and contents.

VI. CONCLUSION

A. *Research Findings*

This research is the initial application of the OBE in senior high school. From the feedback from the three perspectives, namely observers, students and practical teachers, it is confirmed that compared with traditional instruction model, OBE has its distinct characteristics and effects. The following are my findings as far as the results and discussion of the study are concerned.

(1) Clarity and specificity of the intended learning outcomes

The clarity of the intended outcomes forms the basis of the OBE, avoiding the helplessness and distraction of students in learning and performing tasks due to the ambiguity of the targets. The clarity of the intended outcomes helps to achieve its guidance, instruction and review functions. Thereby clear and specific expectations help students to promote the acquisition, maintenance and application of knowledge and skills, at the same time, it also helps teachers to reasonably choose teaching methods and students to choose learning approaches.

(2) Diversity and Facilitation of Evaluation

The OBE adheres to the principle of "downward planning and upward implementation". Evaluation and assessment not only have the functions of detection and screening, but also have the functions of guidance and promotion. After the teacher and course designers evaluate the students' achievements, they can adjust and improve the curriculum settings and instruction strategies appropriately according to the feedback of the evaluation outcomes. At the same time, students adjust their learning strategies and directions according to the results of evaluations and assessments, and evaluation and assessment can guide students toward the intended outcomes. In the OBE, evaluation is not a staged end of teaching and learning, but one of gradual stimulus and correction approach, thereby it helps students to develop a virtuous circle of continuous improvement of students' ability.

(3) Authenticity and Effectiveness of Capacity Improvement

Spady W. D's research results show that after completing the learning tasks, the knowledge and skills learned by students should be able to solve problems in real life, otherwise, learning is meaningless. The OBE horizontally decomposes the intended outcomes into core competence goals, and then decomposes them into specific competence goals. Around the specific competence goals, the course contents are selected and organized, replacing the traditional subject-based curriculum design thought that only systematically links subject knowledge. Compared with traditional instruction mode, this model can really help students to gain their abilities more effectively.

B. *Advantages of the Application of OBE to High School English Writing Teaching*

Firstly, the OBE adheres to the student-centered concept, and focuses on cultivating students' practical application and comprehensive development capabilities. The teaching objectives, teaching contents, teaching procedures, teaching methods and strategies are all set to meet the real needs of students in future society and life. In the teaching procedure with OBE, educators not only pay attention to students' scores, but also focus on training students' other skills such as listening, speaking and reading, as well as the ability to use English for communication in real life. No matter in class or extra-curricular activities, students have more opportunities to learn and practice and master the corresponding abilities.

Secondly, the teaching objectives with OBE are clear and specific, which are helpful for teachers and students to actually implement and achieve them efficiently. The teacher's priority is to help students establish a series of the intended outcomes, to determine the objectives and abilities that students will achieve after learning. Each step has a clear objective, which virtually strengthens the sense of goal of teaching and helps improve the teaching efficiency of educators.

Thirdly, this philosophy has no absolute rules for teachers' teaching contents, teaching methods and strategies, and students' learning approaches. Educators can help and guide students to make full use of all resources to select, supplement and integrate teaching contents according to the intended outcomes. This is conducive to the exchanges and integration of inter-disciplinary and intra-disciplinary contents, and it is more conducive to the students' integration, understanding and control of knowledge. Flexible teaching concept also help teachers emancipate their minds, give full play to their vitality and creativity, make teaching activities lively, and further improve teaching and learning efficiency.

Finally, the assessment with OBE is more explicit, specific, and effective, which helps educators and students to

understand the actual situation of teaching and learning more clearly. Evaluation with OBE focuses on the evaluation of student abilities, encourages teachers to create a variety of evaluation methods and opportunities for students, and gradually guides students to achieve the intended outcomes. For students, self-evaluation in the class, mutual evaluation of students, and formative evaluation of the lesson can help them conduct self-examination in a timely manner, so as to timely make up for their weaknesses.

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Cuiming Li was born in Henan, China. She will receive the master's degree in English Education in 2020. Now she studies at the Faculty of International Studies, Henan Normal University. She is interested in Outcome-based Education and her master's thesis is also related to it. Her academic interests are mainly foreign language teaching.

Fei Jiang was born in Henan, China. She received her master's degree in English Teaching from Henan Normal University in 2013. She is currently an English teacher in the Affiliated Middle School of Henan Normal University. Her research interests include applied linguistics and EFL teaching for middle school students. She published several papers in the academic journals.

Teacher Leadership and Conflict Management in EFL Classroom in the Light of the Contingency Theory of Human Resource Management: An Interdisciplinary Study

Elham Yazdanmehr*

Attar Institute of Higher Education, Mashhad, Iran

Yousef Ramezani

Attar Institute of Higher Education, Mashhad, Iran

Fatemeh Aghdassi

Imam Reza University, Mashhad, Khorasan Razavi, Iran

Abstract—The present interdisciplinary research was enlightened by the contingency theory of human resource management (HRM) and aimed to explore Iranian EFL teachers' leadership and conflict management styles in the private sector. To this aim, Fiedler's leadership measurement instrument along with Thomas & Kilmann's conflict management instrument were used to collect data from 51 EFL teachers teaching in private language institutes of Khorasan Razavi, Iran. The aim was to find what proportion of teachers were task-oriented and what proportion were relation-oriented in leadership, and which conflict management styles were more prevalent among task-oriented and which were dominant among relation-oriented teachers. Furthermore, comparisons were made between male/female, younger (20-30 yrs.)/older (>30 yrs.) and experienced (>5 yrs.)/novice (<5 yrs.) teachers in terms of the leadership style as well as the conflict management style. Descriptive as well as inferential statistics were used to analyze the data in SPSS21. The results revealed that the majority of participants used task-oriented leadership style in class. Task-oriented teachers showed to use the accommodating conflict management style more while relation-oriented teachers prevalently used the collaborating style. Statistically significant differences were found between demographic groups in terms of the leadership and conflict management styles. Awareness of different leadership and conflict management styles can enrich teacher training courses and professional development programs in Applied Linguistics.

Index Terms—conflict management style, contingency theory, EFL teacher, leadership style

I. INTRODUCTION

Leadership was first studied in a variety of contexts including the military, and the contingency theory in management to which leadership concept belongs was primarily based on research findings in such domains but it is currently applied in other domains including education (Virkus, 2009). According to the contingency theory, a leader's style works best when it fits with the group environment but is still adequately flexible to adapt to a wide range of changing circumstances. This model initially provided much of the groundwork for further research on situational management theory (Northouse, 2007).

Fiedler, the pioneer of the contingency theory, measured leadership style with the Least Preferred Co-Worker Scale (LPC scale.) The leaders scoring high on this scale were perceived as relationship motivated and those scoring low were considered task motivated. Central to the contingency theory is the concept of situation-specificity. A high score on the leadership style instrument exhibits a positive orientation towards human relations. It shows that the respondent gets along with people. The nature of the task is less important and issues in doing it may be compensated for with good human relations. When the environment is such that each group member is independent, such as in a scientific setting, tasks may not be all that well defined, and a leader must rely more on his/her personality to accomplish goals (Fiedler, 1958).

Central to the contingency theory is the concept of situation-specificity (Fiedler, 1958). The situation-specific nature of EFL/ESL teaching is also significant (Huang, Yang & Hwang, 2010). Yet, contingency theory has not yet been applied to the English Language Teaching (ELT) domain, to which teacher leadership and class management is a core

* Corresponding author

concept (Yazdanmehr, Akbari, Kiany, Ghaffarsamar, 2016). Another aspect of management, and here more specifically in class management, is conflict management. Thomas and Kilman (1974) defined conflict management along two independent dimensions: assertiveness and cooperativeness. The former is the degree to which you try to satisfy your own concerns, and the latter is the degree to which you try to satisfy the other person's concern. The result is five distinct styles: avoiding, competing, collaborating, accommodating and compromising. This pattern is explored in the present research in the sample of teachers.

Purpose of Research

Contingency theory and its central features such as situation-specificity, leadership and task accomplishment along with conflict management have not yet been applied in concert to the English Language Teaching (ELT) domain, which is ripe for the discussion of teacher leadership and class management. Moreover, the body of existing literature, as will be presented in the second section, lacks any interdisciplinary research with this concern though we are aware that interdisciplinary investigations can make great and rich contributions to at least two academic fields of study, and have the benefit of a wider, more comprehensive outlook with fewer biases leaning toward one particular domain. Thus, the present research aimed to fill this gap and address EFL teacher leadership and conflict management in class in the light of a popular theory taken from the field of human resource management now applied to the ELT domain. Thus, the following research questions were addressed:

RQ1: What proportion of Iranian EFL teachers in the private sector are task-oriented and what proportion are relation-oriented in leadership style?

RQ2: Which conflict management styles are more prevalent among task-oriented and which are more prevalent among relation-oriented Iranian EFL teachers?

RQ3: Is there any statistically significant difference between demographic categories of Iranian EFL teachers in terms of leadership style and conflict management styles?

RQ3.1. Is there any statistically significantly difference between male and female EFL teachers in terms of leadership and conflict management styles?

RQ3.2. Is there any statistically significant difference between younger (20-30 yrs.) and older (>30 yrs.) EFL teachers in terms of leadership and conflict management styles?

RQ3.3. Is there any statistically significant difference between experienced EFL teachers (>5 yrs.) and novices (<5 yrs.) in terms of leadership and conflict management styles?

For RQ3, the following null hypothesis was proposed:

HO: There is no statistically significant difference between demographic categories of Iranian EFL teachers in terms of leadership and conflict management styles.

II. REVIEW OF THE RELATED LITERATURE

A. Teacher Leadership

Emira (2010) evaluated, firstly, the definition of leadership in the eyes of Egyptian teachers and formal leaders. Secondly, he searched out their views on the association of teacher leadership and decision-making. The research was done on a group of 20 Egyptian teachers. The results showed that teachers defined teacher leadership in terms of the characteristics of leaders, styles of leadership and what teachers do both inside and outside classroom.

Muijs, Chapman and Armstrong (2013) explored whether early-career teachers could be teacher leaders or not. In this research, surveys and interviewed were conducted with Teach-First (TF) teachers, heads, middle managers and non-TF teachers. The results showed that Teach-First teachers were eager and capable for exercising leadership; however, school support, senior management commitment to distributed leadership and practical hands-on support was needed at the departmental level.

In November 2006, Muijs and Harris focused on how teacher leadership can affect school and teacher improvement; besides, the in-school factors, which can be facilitative or obstructive in the development of teacher leadership, were explored. The results indicated that a variety of formal and informal groupings contributed to teacher leadership. It also drew attention to the impact of teacher leadership, teacher empowerment and school improvement.

Aliakbari and Sadeghi (2014) examined teacher leadership practice among Iranian school teachers. The main purpose of the research was to evaluate teachers' perceptions of teacher leadership practice in schools and to examine whether these perceptions could be influenced by such variables as gender, age, teachers' educational degree, teaching experience and school level or not. Teacher leadership showed to be practiced often in the selected schools. However, teachers' age, gender, and years of teaching experience were not reflected as meaningful factors in this research, but significant differences were found in teachers' perceptions of teacher leadership practice considering their educational degree and the level they taught.

Azar and Asiabar (2014) studied self-concerned leadership styles of healthcare administrators of Iran University of Medical Sciences and also explored the relationship between self-concerned leadership effectiveness and self-concerned leadership readiness. The results showed that the highest rate belonged to transformational leadership style among Iran University of Medical Sciences healthcare executives. Khany and Amoli (2013), in their research, delved into the relationship between leadership style, job satisfaction, teacher retention and their respective sub-scales. The researchers applied Osborne and Reiman's (2005) Teacher Perception of Success and Teacher Retention Questionnaire, Fiedler &

Garcia's (1987) Leadership Questionnaire, Sternberg's Thinking Style Questionnaire (1991), and Smith's Job Satisfaction Questionnaire (1969) to collect the required data. The results revealed that there was almost a strong correlation between job satisfaction and teacher retention and between leadership style and teacher retention.

Koosha, Liaghat and Sadeghdaghghi (2015) aimed to explore a sample of EFL Iranian teachers' perceptions of the practice of teacher leadership through some quantitative research. For this purpose, a questionnaire adopted from a Questionnaire of Teacher Leadership School Survey developed by Katzenmeyer and Moller (2009) was disseminated among 60 EFL teachers of four institutes in Alborz province in Iran. The results indicated that most EFL teachers, though in differing degrees, practiced and applied a level of teacher leadership in their classes.

B. Conflict Management

Conflict has been studied over centuries by many scholars. However, more systematic studies were made possible not later than the twentieth century (Schellenberg, 1996). Bohannon (1967) characterizes conflict to be as basic as culture is in society, which is possibly controlled and utilized profitably for better cultural development and maintenance of social order. Schellenberg (1996) states that conflict is neither bad nor good, but one of the essentials in human social life. Gluckman (1956), Gulliver (1963) and Nanda (1994) agree on the view that conflict is a part of social life and society cannot exist without it.

In 1974, Thomas and Kilmann developed and introduced their Conflict Mode Instrument (TKI), which assessed an individual's behavior in conflicting situations: those in which the concerns of two people appeared to be incompatible. Afzal (2004) investigated the moderating or mediating effects of conflict management strategies on the relationship between conflict and job performance and concluded that employees should also be encouraged to minimize their bargaining strategy to improve their job performance. This would require conflict management training of the employees. Managers need to be trained to encourage their subordinates to use more integrating and less avoiding styles of handling conflict to improve job performance. Susan and Patti (2007) found that the prevalent style for nursing students was compromise, followed by avoidance. In contrast, avoidance, followed by compromise and accommodation was the prevalent style for allied health students.

To complement the above-mentioned related literature, the present research was carried out in the Iranian context. It further enjoys the novelty of exploring conflict management together with leadership style. This work of research is also innovative as it is pioneering to investigate the target variables in the Iranian context in the light of the contingency theory.

III. METHODOLOGY

A. Participants and Setting

Fifty-one Iranian EFL teachers affiliated with the private sector participated in this research. Their demographic information is presented in Table 1.

TABLE 1
PARTICIPANTS' DEMOGRAPHIC INFORMATION

variable	gender		age			Years of experience	
	male	female	<20	20-30	>30	<5	≥5
n.	14 (27.5%)	37 (72.5%)	0	21 (41.2%)	30 (58.8%)	24 (47.1%)	27 (52.9%)
total	51 (100%)		51 (100%)			51 (100%)	

The data were collected in summer, 2019. The private language institutes the subjects were affiliated with were among those with the best and longest reputation of teaching English as a foreign language in Khorasan Razavi. Moreover, some had multiple branches in different parts of Iran and a central teaching system homogeneously applied to these branches. The reason why these institutes were selected was to obtain more generalizable results.

B. Instrumentation

Two questionnaires were used in the present research, one for teacher leadership style and the other for conflict management style. The former was the LPC scale, originally developed to measure a manager's leadership style (either task-oriented or relation-oriented). Here in the present research, an adapted version of this scale (LPS) was used to fit teacher leadership style in class management and dealing with students. A respondent (here, an EFL teacher) would choose between 18 and 25 sets of adjectives on an 8-point scale between each of values to rate a student with whom s/he would least want to work (in class). For the latter, Thomas and Kilmann's TKI questionnaire was used. It included a repertoire of conflict-handling modes teachers used in the kinds of conflicts they faced. Their scores were arranged in descending order by percentile, with the respondent's highest score indicating his/her most frequently used conflict mode, differentiated as: collaborating, competing, accommodating, avoiding and compromising.

C. Data Collection and Analysis

As mentioned previously, the data were collected via two questionnaires submitted to EFL teachers in print, to take home and bring over within a week. The two questionnaires were printed on two sides of one sheet along with a brief instructions section above each page. The researcher also explained the purpose of research and what respondents were required to do upon handing in the questionnaires. The content was in English.

The collected data entered SPSS21 for the required descriptive and inferential statistical analyses. Frequency, percentile, Chi-squared test, Pearson chi-square and Fisher's exact test were run to analyze the data. The relevant findings are reported in Tables and Figures.

IV. RESULTS

A. Answer to the First Research Question

RQ1: What proportion of Iranian EFL teachers in the private sector are task-oriented and what proportion are relation-oriented in leadership style?

The frequency and percentage of task-oriented and relation-oriented leadership styles were estimated and reported in Table 2.

TABLE 2
RESEARCH PARTICIPANTS' LEADERSHIP STYLE

Leadership style	Frequency	Percent
task-oriented	26	51.0
relation-oriented	25	49.0
Total	51	100.0

As it can be observed, 51% of the participants were task-oriented and 49% showed to be relation-oriented in their leadership style. This information can be better compared in Figure 4.1.

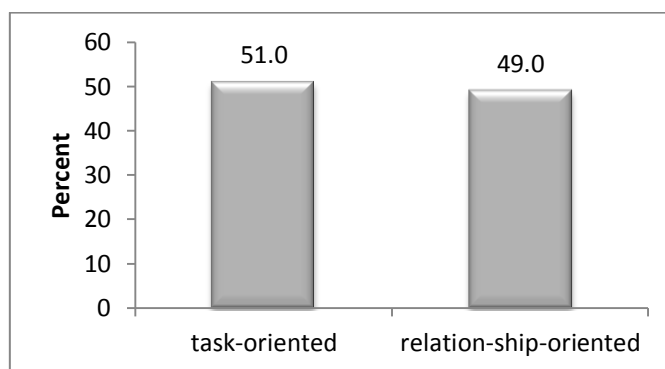


Figure 1. Research participants' leadership style

Chi-squared test was run to see whether there was a statistically significant difference between the participants in terms of the leadership style they used. The results are summarized in Table 3.

TABLE 3
CHI-SQUARED TEST RESULTS OF TEACHERS' LEADERSHIP STYLES

	Leadership style
Chi-square	0.020
df	1
Asymp. Sig.	0.889

As it can be observed, no statistically significant divergence was found between the two leadership styles used in the target group. As evident, the significance level was estimated at .889, which exceeds .05. Thus, at a confidence interval of 95%, it can be concluded that there is no statistically significant difference between the use of the two leadership styles (task-oriented vs. relation-oriented) among Iranian EFL teachers.

B. Answer to the Second Research Question

RQ2: Which conflict management styles are more prevalent among task-oriented and which are more prevalent among relation-oriented Iranian EFL teachers?

Firstly, the distribution of conflict management styles among all EFL teachers participating in this research was estimated and summarized in Table 4.

TABLE 4
DISTRIBUTION OF TEACHERS' CONFLICT MANAGEMENT STYLES AMONG ALL TEACHERS

Conflict management	Frequency	Percent
Collaborating	13	25.5
Competing	3	5.9
Avoiding	4	7.8
Accommodating	20	39.2
Compromising	11	21.6
Total	51	100.0

As it can be observed in Table 4, the most frequent conflict management style is *accommodating* (39.2%) and the least frequent is *competing* (5.9%). This information is schematically presented in Figure 2.

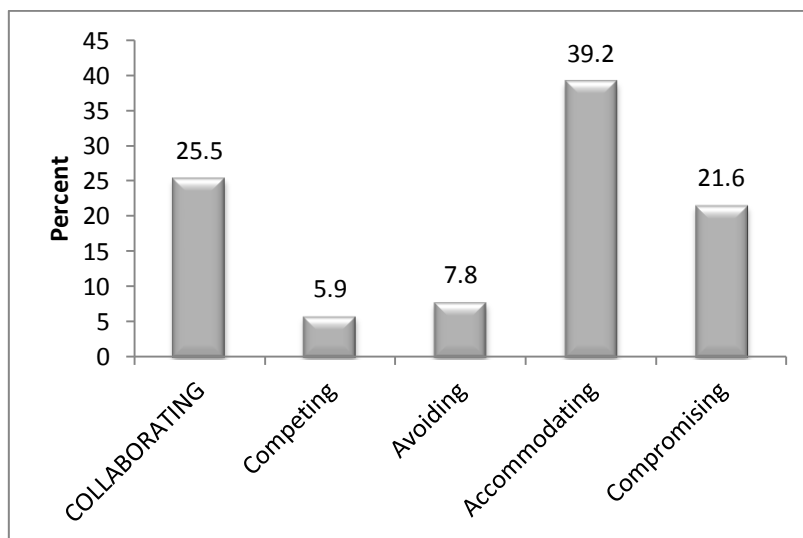


Figure 2. Distribution of teachers' conflict management style

Then, the distribution of conflict management styles among task-oriented EFL teachers was explored and the relevant findings are reported here.

TABLE 5
DISTRIBUTION OF CONFLICT MANAGEMENT STYLES AMONG TASK-ORIENTED TEACHERS

Conflict management	Frequency	Percent
Collaborating	3	11.5
Competing	1	3.8
Avoiding	3	11.5
Accommodating	15	57.7
Compromising	4	15.4
Total	26	100.0

As it can be observed, the most prevalent conflict management style among task-oriented teachers was *accommodating* (57.7%). Next came the *compromising* style (15.4%), *collaborating* and *avoiding* styles (11.5) and the least frequent style was *competing* (3.8%). Chi-squared test was run to see whether the difference between and among these styles was statistically significant or not. The results can be seen here.

TABLE 6
CHI-SQUARED TEST RESULTS OF CONFLICT MANAGEMENT STYLES OF TASK-ORIENTED TEACHERS

	Conflict management
Chi-square	24.000
df	4
Asymp. Sig.	0.000

The Chi-squared test results showed that the difference between and among the five conflict management styles adopted by task-oriented teachers was statistically significant ($p=.000$, CI=95%). It can be concluded that task-oriented teachers mostly adopted the *accommodating* conflict management style.

In a similar way, the distribution of conflict management styles was explored among relation-oriented EFL teachers and the results were presented below.

TABLE 7

DISTRIBUTION OF CONFLICT MANAGEMENT STYLES AMONG RELATION-ORIENTED TEACHERS		
Conflict management	Frequency	Percent
Collaborating	10	40.0
Competing	2	8.0
Avoiding	1	4.0
Accommodating	5	20.0
Compromising	7	28.0
Total	25	100.0

As it can be observed, the majority of relation-oriented teachers used *collaborating* conflict management style (40%). Next came the *compromising* style (28%) and *accommodating* (20%). The least frequent conflict management styles among relation-oriented teachers were *competing* and *avoiding* (8%, 4%). Chi-squared test was run to check the difference among these styles. The relevant findings are summarized in Table 8.

TABLE 8

CHI-SQUARED TEST RESULTS OF CONFLICT MANAGEMENT STYLES OF RELATION-ORIENTED TEACHERS

Conflict management	
Chi-square	10.800
df	4
Asymp. Sig.	0.029

As indicated, the p-value was estimated at .02, which is lower than .05. This shows that the difference among conflict management styles of relation-oriented teachers (in terms of leadership) is statistically significant (at a confidence interval of 95%). The majority of relation-oriented teachers adopted the collaborating conflict management style (40%). Task-oriented and relation-oriented teachers can be better compared and contrasted in terms of conflict management style in the following Figure.

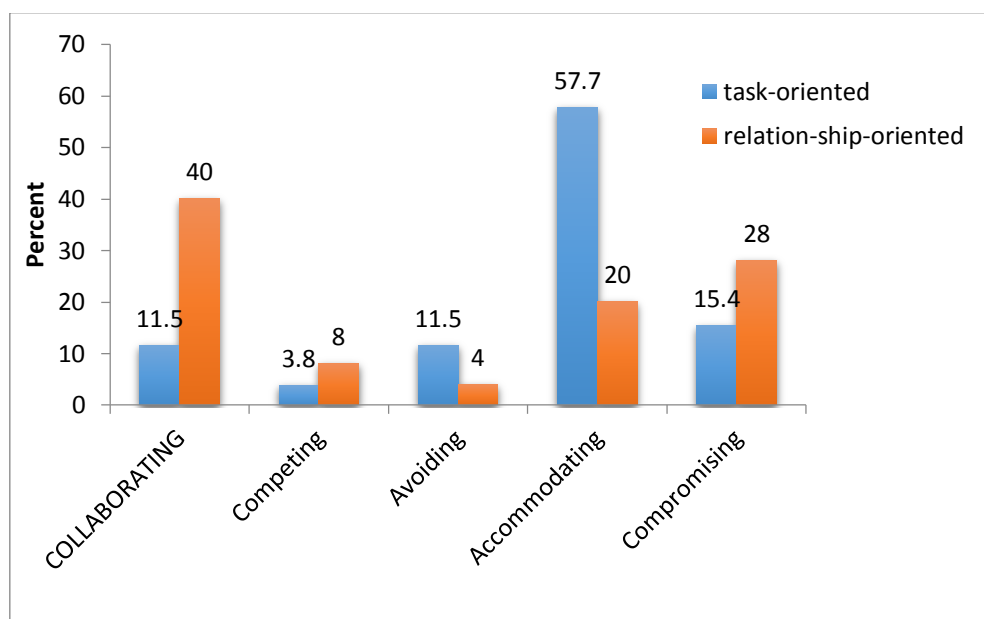


Figure 3. Distribution of task-oriented and relation-oriented teachers' conflict management style

C. Answer to the Third Research Question

RQ3: Is there any statistically significant difference between demographic categories of Iranian EFL teachers in terms of leadership style and conflict management styles?

This question was further broken into three secondary questions beginning with:

RQ3.1. Is there any statistically significantly difference between male and female EFL teachers in terms of leadership and conflict management styles?

The difference between male and female EFL teachers' use of leadership style is presented in Table 9.

TABLE 9
DISTRIBUTION OF LEADERSHIP STYLE AMONG MALE AND FEMALE TEACHERS

		Leadership style			Total
		task-oriented	relation-oriented		
Gender	female	Count	18	19	37
		% within gender	48.6%	51.4%	100.0%
	male	Count	8	6	14
		% within gender	57.1%	42.9%	100.0%

As it can be observed in Table 9, 51.4% of female teachers were relation-oriented while 48.6% were task-oriented in terms of leadership style. Among the male participants, 57.1% were task-oriented while 42.9% were relation-oriented. Chi-squared test was run to see whether the difference between male and female participants in terms of leadership style was statistically significant or not. Here are the results:

TABLE 10
CHI-SQUARED TEST RESULTS OF LEADERSHIP STYLES OF MALE AND FEMALE TEACHERS

gender * Leadership style	
Pearson Chi-Square	0.293
df	1
Asymp. Sig.	0.588

As it is evident, the p-value was estimated at .5, which exceeds .05 and shows that the difference between the two groups (male vs. female) was not statistically significant. In other words, at a confidence interval of 95%, we can say that male and female teachers did not differ significantly in terms of leadership style. Thus, the relevant research hypothesis cannot be rejected.

A similar comparison was made in terms of the conflict management style. The results are presented in Table 11.

TABLE 11
DISTRIBUTION OF CONFLICT MANAGEMENT STYLES AMONG MALE AND FEMALE TEACHERS

		Conflict management style					Total	
		Collaborating	Competing	Avoiding	Accommodating	Compromising		
gender	female	Count	10	1	2	2	6	21
		% within gender	47.6%	4.8%	9.5%	9.5%	28.6%	100.0%
	male	Count	3	2	2	18	5	30
		% within gender	10.0%	6.7%	6.7%	60.0%	16.7%	100.0%

As indicated in Table 11, the majority of female teachers (47.6%) adopted a *collaborating* conflict management style in class. Next came the *compromising* style (28.6%). The least frequently used conflict management style by female teachers showed to be *competing* (4.8%). Among male teachers, the most prevalent conflict management style was *accommodating* (60%) while the least frequent conflict management styles used in class were *competing* and *avoiding* (6.7%). Fisher's exact test results are presented in Table 12.

TABLE 12
FISHER'S EXACT TEST RESULTS OF CONFLICT MANAGEMENT STYLES OF MALE AND FEMALE TEACHERS

gender * conflict management style	
Fisher's Exact Test	12.341
Exact Sig. (2-sided)	0.007

As the results show, the estimated p-value (.007) is below .05, which shows a statistically significant difference in the use of conflict management styles between male and female participants. In other words, at a confidence interval of 95%, it can be maintained that there is a statistically significant difference between male and female teachers in terms of conflict management style. Thus, the null hypothesis concerning this relation can be rejected.

The next secondary question of RQ3 compared younger and older EFL teachers in terms of their preferred leadership and conflict management styles.

RQ3.2. Is there any statistically significant difference between younger (20-30 yrs.) and older (>30 yrs.) EFL teachers in terms of leadership and conflict management styles?

First, the comparison in terms of leadership style is made and the relevant findings are presented here.

TABLE 13
DISTRIBUTION OF LEADERSHIP STYLE AMONG YOUNGER AND OLDER TEACHERS

		Leadership style			Total
		task-oriented	relation-oriented		
AGE	20-30	Count	4	17	21
		% within age	19.0%	81.0%	100.0%
	>30	Count	22	8	30
		% within age	73.3%	26.7%	100.0%

As indicated above, 81% of teachers between 20-30 years of age adopted a relation-oriented style in leadership. 19% of these teachers adopted a task-oriented style. As for those above 30 years of age, 73.3% showed to follow task-oriented leadership style while 26.7% followed relation-oriented style. The results of the Chi-squared test are presented below.

TABLE 14
CHI-SQUARED TEST RESULTS OF LEADERSHIP STYLES OF YOUNGER AND OLDER TEACHERS

AGE * Leadership style	
Pearson Chi-Square	14.567
df	1
Asymp. Sig.	0.000

As it can be observed, the p-value was estimated at .000, which is lower than .05 and it can be concluded that the difference between the two groups (age groups) in terms of the use of leadership style is statistically significant at a confidence interval of 95%. Thus, the null hypothesis can be rejected.

A similar comparison was made between younger and older teachers in terms of their conflict management style. The results are presented in Table 15.

TABLE 15
DISTRIBUTION OF CONFLICT MANAGEMENT STYLES AMONG YOUNGER AND OLDER TEACHERS

AGE			Conflict management style					Total
			Collaborating	Competing	Avoiding	Accommodating	Compromising	
20-30	Count		10	1	2	2	6	21
	% within age group		47.6%	4.8%	9.5%	9.5%	28.6%	100.0%
>30	Count		3	2	2	18	5	30
	% within age group		10.0%	6.7%	6.7%	60.0%	16.7%	100.0%

As it can be seen in the above table, 47.6% of younger teachers (20-30 years of age) adopted a *collaborating* conflict management style. 28.6% of the same age group adopted a *compromising* style. 9.5% of this group either adopted an *avoiding* or *accommodating* conflict management style. The least frequently used conflict management style in this group was *competing* (4.8%). In the other age group (>30 years of age), the most frequently used conflict management style was *accommodating* (60%). Next came the compromising style (16.7%). 10% of teachers in this age group followed a *collaborating* style in managing conflicts in class. The least frequently used conflict management styles in this group were *competing* and *avoiding* (6.7%). Chi-squared test was run and the results are presented here.

TABLE 16
CHI-SQUARED TEST RESULTS OF CONFLICT MANAGEMENT STYLES OF YOUNGER AND OLDER TEACHERS

AGE * Conflict management style	
Fisher's Exact Test	16.693
Exact Sig. (2-sided)	0.001

As the estimated p-value is .001 (lower than .05), so it is statistically significant. In other words, it can be concluded that at a confidence interval of 95%, the difference between the two age groups in terms of using conflict management style is statistically significant. Thus, the null hypothesis can be rejected.

The next secondary question of RQ3 compared experienced and novice EFL teachers in terms of their preferred leadership and conflict management styles.

RQ3.3. Is there any statistically significant difference between experienced EFL teachers (>5 yrs.) and novices (<5 yrs.) in terms of leadership and conflict management styles?

The prevalence of leadership styles was firstly explored among experienced and novice EFL teachers and the comparative results are summarized in Table 17.

TABLE 17
DISTRIBUTION OF LEADERSHIP STYLE AMONG EXPERIENCED AND NOVICE TEACHERS

Years of Experience			Leadership style		Total
			task-oriented	relation-oriented	
<5	Count		8	16	24
	% within experience		33.3%	66.7%	100.0%
>5	Count		18	9	27
	% within experience		66.7%	33.3%	100.0%

As it can be seen, among experienced teachers, 66.7% adopted a task-oriented style while 33.3% followed a relation-oriented leadership style. Among novice teachers, 66.7% were relation-oriented while 33.3% were task-oriented. The results of the Chi-squared test are presented below.

TABLE 18
CHI-SQUARED TEST RESULTS OF LEADERSHIP STYLES OF EXPERIENCED AND LESS EXPERIENCED TEACHERS

AGE * Leadership style	
Pearson Chi-Square	5.649
df	1
Asymp. Sig.	0.017

As it can be inferred from the above-mentioned information, the p-value was estimated at .01, which is lower than .05. This would point to the fact that the difference between the two groups (work experience) is statistically significant in terms of the leadership style they used. Thus, the relevant null hypothesis can be rejected.

A similar comparison was made in terms of conflict management style, and the results can be seen in Table 19.

TABLE 19
DISTRIBUTION OF CONFLICT MANAGEMENT STYLES AMONG EXPERIENCED AND NOVICE TEACHERS

		Conflict management style					Total	
		Collaborating	Competing	Avoiding	Accommodating	Compromising		
Years	<5	Count	8	2	1	8	5	24
	% within experience	33.3%	8.3%	4.2%	33.3%	20.8%	100.0%	
	>5	Count	5	1	3	12	6	27
	% within experience	18.5%	3.7%	11.1%	44.4%	22.2%	100.0%	

As it can be observed, among experienced teachers (>5 years of work), the most frequently used conflict management style was *accommodating* (44.4%). Next came the *compromising* style (22.2%) and *collaborating* style (18.5%). After that came the *avoiding* style (11.1%). The least frequent conflict management style was *competing* (3.7%).

Among less experienced teachers (<5 years of work), the most prevalent conflict management styles were *collaborating* and *accommodating* (33.3%). The next frequently used conflict management style was *compromising* (20.8%). The least frequent styles were *competing* (8.3%) and *avoiding* (4.2%).

To check whether the difference between the two groups of teachers was statistically significant (in terms of the conflict management style they used) or not, chi-squared test was run and the results are summarized below.

TABLE 20
CHI-SQUARED TEST RESULTS OF CONFLICT MANAGEMENT STYLES OF EXPERIENCED AND NOVICE TEACHERS

Years of Work * Conflict management style	
Fisher's Exact Test	2.782
Exact Sig. (2-sided)	0.642

As the estimated p-value (.6) is higher than .05, at the confidence interval of 95%, it can be concluded that the difference between the two groups is not statistically significant. Thus, the null hypothesis cannot be rejected.

V. DISCUSSIONS AND CONCLUSIONS

A. Discussion of the Results

Initially, as the results revealed, task-oriented and relation-oriented leadership styles showed to be almost equally used by teacher participants. As previously described in the Introduction, task-oriented teachers do well when they are presented with well-defined tasks. Otherwise, they find it hard to compensate for that harmony and discipline through establishing effective interpersonal relationships with students. Yet, relation-oriented subjects, and here more specifically teachers, can do well even in the absence of well-defined tasks and can lead the class and instructions effectively by establishing effective relationships with students (Fiedler, 1958). Still, neither leadership style (which itself is subsumed under class management) can be said to be always better than the other. Nevertheless, it was worth exploring what conflict management style each group of teachers preferably and prevalently used. As the results showed, task-oriented teachers tended to use more accommodation in conflict management while relation-oriented teachers made more use of collaboration in settling down problems. Here, it can be useful to once again see the difference between accommodating and collaborating conflict management styles. As previously described in the Introduction, the former entailed yielding to others' points of view and accepting a situation even when it is not you desired. The latter entailed digging into an issue to identify the underlying concerns and trying to find a win-win solution (Thomas & Kilmann, 1974). This finding of the present research can be explained in the light of the essential features of the two variables explored. In other words, it is quite expected that task-oriented teachers, who are by definition less adept at cooperation and negotiation skills, go for more accommodating than collaborating style in settling conflicts than relation-oriented peers. The fact that they cut down on the arguments and tend more to yield to others' points of view helps them get back to the task itself sooner and continue the class procedures through task management rather than interpersonal discussions and attempts of coming up with a win-win negotiated solution. Instead, relation-oriented teachers, as expected, showed a preference for collaborating conflict management style. In

other words, whenever a conflict arises in class, they tend more to solve it in collaboration with others (in this case mostly the students in class) rather than succumbing to students' wants.

Teacher leadership styles were also explored across teachers' gender, age and work experience. A similar work of research was carried out by Aliakbari and Sadeghi (2014) in Iranian schools. However, teachers' age, gender and years of teaching experience were not found as meaningful factors in this research. The reason was that the effect of these variables on leadership style was explored based on participants' perceptions and reflections only, and these variables were evaluated only subjectively. In the present research, however, teachers' leadership style and conflict management style were each explored, compared and contrasted objectively across age, gender and work experience groups and statistically significant differences emerged.

Male EFL teachers showed to be more task-oriented than female teachers (who showed a preference for relation-orientation). In other words, men preferred to lead the class through task management while women were better at leading interpersonal relationships in class. No similar work of research existed in the literature to compare the results with. Yet, according to some latest research on women's psychology, females find social interactions more rewarding than males in general (Borland, Aiani, Norvelle, Grantham, O'Laughlin, Terranova, Frantz & Albers, 2019). These researchers bring physiological evidence for the claim and show how women become better social interactants, overall. As for conflict management style, male teachers showed to go more for accommodating style while female peers were more oriented toward the collaborating style. This is well expected, as task-orientation in leadership is associated with less interpersonal compromise than relation-orientation in leadership, which is better linked with collaborative style (which entails coming to shared and negotiated solutions).

As for years of work experience, the present research found that experienced teachers were more task-oriented while less experienced teachers were more relation-oriented. In addition, for conflict management, the former used more accommodating style while the latter went more for the collaborating style. In a similar attempt, Mujis, Chapman and Armstrong (2013) explored whether novice teachers could be teacher leaders or not. They conducted surveys and interviewed with novice teachers, heads, middle managers and more experienced teachers. Their results showed that novice teachers were eager and capable for exercising leadership; however, school support, senior management commitment to distributed leadership, and practical hands-on support was needed at the departmental level. Furthermore, it was argued that a stable context with consistent and coherent policies make the situation easier for teacher leadership engagement. It is certain that managing tasks is demanding for inexperienced teachers or those at the early years of teaching. As pinpointed by Mujis, Chapman and Armstrong (2013), novice teachers can gradually strike a balance in relation- and task-oriented style through time and with the help of the school/institute of affiliation.

Concerning age, in the present research, younger EFL teachers (20-30 years of age) showed to be more relation-oriented than older peers (more than 30 years of age). Younger teachers also tended to rely more on collaboration to solve conflicts while older peers relied more on accommodation to tackle conflicts. Though, no similar research was there in the related literature to compare the results with, this finding can be at least partly explained in relation to higher spirits and tender energy often associated with youngsters which is not only confined to the personal world but is also brought with youngsters to their occupational world too. They are likely to spend more time establishing amiable relationships in class with students and solve problems more negotiably and patiently than older teachers.

Mind that neither the leadership styles nor conflict management styles are static in nature. What makes them worth exploring is the inherent dynamicity and potential growth. According to Afzal (2004), managers need to be trained to encourage their subordinates to use more integrating and less avoiding styles of handling conflict to improve job performance. The same can be true for teacher trainees. Teachers are managers of their class and thus require to develop appropriate class management and leadership skills. It is undeniable that much of this grows through years of experience. Yet, teacher training courses can cut the way short and raise teacher trainees' awareness of these significant concerns.

B. Conclusions

As pinpointed by Muijs and Harris (2006), teacher leadership, teacher empowerment and school improvement are closely interrelated. If teacher leaders are developed, especially in the light of the situationally-sensitive contingency theory, they can be empowered on multiple aspects: task management, interpersonal relations, class management and other relevant domains. Unfortunately, at its current state, teacher training courses in Iran significantly lack any endeavor to develop leadership and management styles. EFL teachers are hardly familiar with how they can effectively use tasks or, alternatively, interpersonal relations to lead class procedures. Similarly, they might be unaware of different conflict management styles ranging from assertiveness to cooperation. Knowledge of different conflict management styles (avoidance, accommodation, competition, collaboration and compromise) can revolutionize teacher's approach to class management, which is integral to teacher's pedagogical content knowledge (Akbari, Kiany, Ghaffarsamar & Yazdanmehr, 2016). This knowledge diverges from teacher's disciplinary knowledge and content knowledge, which can be sometimes self-studied by teachers too. Pedagogical content knowledge is primarily gained through experience or learned from others' experience. This experience can be shared among teachers in regular meetings of community members (colleagues) or can be incorporated in teacher training courses, which are currently mainly filled with how to teach grammar, vocabulary and four language skills. However, in real classes, teachers, following whichever method, deal with different challenging situations that need to be handled efficiently and this has nothing to do with their

language proficiency, teaching methodology and knowledge of the course. It actually taps on the artistic and practical aspects of teaching, which is context-specific. This final point lies at the heart of the contingency theory, which raises awareness of the context-specificity of managing one's working environment. Thus, many factors come to play a role, statistically significant or not, in the efficiency of managing work environment (in this case, the teaching environment).

In this research, part of the findings revealed differences between leadership and conflict management styles across gender, age and work experience. Awareness of these differences can enrich teacher training courses or professional development programs in Iran. For instance, male EFL teachers who naturally tend to use more task-oriented leadership style can be made aware of the benefits of relation-orientation in leading class too, especially at higher levels of language proficiency classes, where the boundaries between and among tasks usually blur and students tend to speak more freely in class and run free or controlled discussions. Task-orientation can be assumed to work more efficiently at lower levels of proficiency, often marked by more clear-cut and well-defined tasks in class.

The same consciousness-raising attempts can be made for conflict management. Teacher training courses can be tinted with the range of conflict management styles teachers can be equipped with in class when a conflict arises. Teachers can be encouraged to gradually move away from avoidance towards collaboration. Differences across gender, age and work experience can be incorporated at least as hints to enlighten pre-service or in-service teacher development courses. Teachers should be made aware of class management in general and conflict management in particular. In an EFL class, this becomes more salient as many language-related and non-language-related problems may occur which need to be tackled effectively. In teacher-training courses, some of the more predictable conflicts can be proposed and teachers can be shown how best to manage them. This can make the training course more practical, realistic and interesting to trainees.

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Elham Yazdanmehr holds a Ph.D. of TEFL from Tarbiat Modares University of Iran. She is an assistant professor at Attar Institute of Higher Education. She does research on teacher education and material development.

Yousef Ramezani holds a Ph.D. of Human Resource Management. He is an assistant professor at Attar Institute of Higher Education in Mashhad. He does research on management studies.

Fatemeh Aghdassi holds an M.A. of TEFL from Imam Reza University of Mashhad. She sows interest in interdisciplinary research mainly focused on Applied Linguistics.

On Expansion and Features of Word-formation between English and Chinese New Words*

Rongmei Yu
NanChang Normal University, Jiangxi, China

Abstract—The most important tool for expressing thoughts and communicating information among people—language has emerged some main changes as the development of modern science and technology. Thousands of new words have emerged in both English and Chinese. Their emergence reflects the new things; new thoughts and new ideas appeared in the fast developing society. This paper starts with the history of the study of word-formation, analyzes the main methods of word-formation of new words of English and Chinese, then compares their features of word-formation. Although English and Chinese belong to the different language system, their main methods of word-formation are the same. The reason leading to the distinction is the difference of each other's culture, history and tradition. The biggest difference between them is: English is phonogram, but Chinese lays stress on matching the meaning. This also makes them show remarkable differences in absorbing and assimilating the loanwords. Using abundant examples and materials, the paper expounds the similarities and differences between them in different aspects. According to the study of these comparisons, it will do favor for us to find out English and Chinese new words' features and their trend of development.

Index Terms—English new words, Chinese new words, word-formation, features of word-formation, expansion

I. INTRODUCTION

With the development of modern science and technology, every field, from politics, economy, culture to the daily life, great changes have taken place. As the most important tool for expressing thoughts and exchanging information among people, language has emerged great changes as well. Thousands of new words have emerged in both English and Chinese. They are the most obvious symbols of changes happened in the social life. New words were created to refer to those new things, reflecting the rapid development and change of our daily life. The faster the society advanced, the more the new words appeared. In 1990s, there are almost 2168 new words appeared in modern Chinese (*Xinhua New Word Dictionary*). So the changes happened in the society brought out the changes of languages. Every language has emerged changes in all fields: pronunciation, lexical, grammar and pragmatics, in which words have emerged the biggest change. Vocabulary is a dynamic and open system, and the most active element in language. Though other elements of a language, such as pronunciation and grammar have also changed, vocabulary is the most evident one. The appearances of so many new words prove it.

Vocabulary is a dynamic and open system, and the most active and important element in language. With the development of modern science and technology as well as social, economic and political changes, thousands of new words have emerged in both English and Chinese. According to the survey taken by Gozzi, the writer of *New Words and Changing American Culture* (1990), "In the 12,000 new words of modern English, 45% of that is from technology, 24% comes from social changes, as well as 11% is from political and economic change. Meanwhile, in 1980s, there are almost 700 new words appeared per year in modern Chinese". (Zhu YongKai, Lin Lun Lun 1999, (02) P.17).

Word-formation, in its restricted sense, refers to the process of word variations signaling lexical relationships. It can be further subclassified into the compositional type and the derivational type. The rules of word-formation are concluded from the specific language from the scientific aspect. Foreign students can understand and memorize Chinese better through learning these rules, so can the Chinese students when they are learning foreign languages. The Indian linguist Panini (4th. Century B.C.) stated the word-formation of Sanskrit elaborately in his works, which influenced Europe deeply. But a long time since then, the study of word-formation had not developed well. In the early 20th Century, linguistics developed in full scale except word-formation. Synchronic and diachronic theories were greatly used at that time. In 1957, after Chomsky pressed *Syntactic Structure*, many famous linguists changed their analysis methods. Structuralists were not interested in word-formation, for what they concerned was the unit that's inferior to a word. Transformationists were also not keen on it, because they attached importance to the unit that's prior to a word (phrases and sentences); they believed that sentences were formed by morphemes not words. Till the 80s, linguists began to study word-formation from different perspectives. Some applied the phonetic analysis method, some used diachronic theory and others utilized the semantic analysis.

As we discussed above, word-formation studies the means of word construction of a certain language. So it should be

* This paper is funded by 11531project of Nanchang Normal University

lexical and productive, and should reflect the problems of phoneme, meaning, syntax and rhetoric. Before we deal with word-formation proper, we will first explain some of the terminologies to be used in the study of word-formation. Morpheme is the smallest unit of language in terms of relationship between expression and content, a unit that cannot be divided into further smaller units without destroying or drastically altering the meaning, whether it is lexical or grammatical. Morphemes can be subclassified into different types; here I would like to introduce two main types: root and affix. A root is the base form of a word that cannot further be analyzed without total loss of identity. That is to say, it is that part of the word left when all the affixes are removed. In the word “multiculturalism”, after the removal of “inter-” “-al” “-ism”, what is left is the root “culture”. All words contain a root morpheme. An affix is the collective term for the type of formative that can be used only when added to another morpheme (the root or stem). Affixes are limited in number in a language, and are generally classified into two subtypes, namely, prefix and suffix, depending on their position with reference to the root or stem of the word. For example, “mono-” “semi-” “-hood” “-ment”, etc. The rules of word-formation define the scope and methods whereby speakers of a language may create new words; for instance, the *-able* word-formation rule says, “*-able* is to be added to verbs to form an adjective meaning ‘fit to be’, or to nouns to form an adjective with the sense showing the quality of.” And one of the noun compound formations is noun plus noun. However any rule of word-formation is of limited productivity in the sense that not all the words that result from the application of the rules are acceptable.

The paper first put on the history of the study of word-formation and explain some of the necessarily-to-known terminologies, then discuss the new word formation between English and Chinese respectively, next compare their features in terms of similarities and differences, and draw a conclusion that contrastive analysis of the expansion of English and Chinese new words and their features of word-formation would do favor for us to find out their trend of development.

II. COMPARISON IN THE EXPANSION OF ENGLISH AND CHINESE NEW WORDS

Though English and Chinese belong to different language family, the expansion of their new word is the same. The differences lie on the specific forms of their own.

A. Word Formation

Traditional word-formation is always the main expansion for creating new words. There are various word formations. Here the four major means will be discussed in detail; they are affixation, composition, analogy and shortening.

1. Affixation is the morphological process whereby an affix is attached to a root or stem. It is very productive and was once the most important word-formation of language. In modern English there appears several new affixes, such as *-gate*, *-nik*, *-speak*, etc. “*-speak*” was first found in *Longman Dictionary of Contemporary English* (1987&1995), which means language, version and statement. It is always put behind name, team, organization and profession. For example, *netspeak* (网络语言), *bureauspeak* (官僚语言), *businessspeak* (商业术语). The prefix “*multi-*” means “a lot, various”, *multiculturalism* (多元文化), *multiskilling* (多功能化), *multitasking* (计算机多重任务处理); the suffix “*-head*” means “someone who is not popular or passionate on something”, *digital-head* (电脑迷), *net-head* (网虫), *tech-head* (技术迷). In Chinese new words, there are also some created by affixation. For example, “一族”, 追星族, 上班族, SOHO族, 月光族, 丁克族等。“一迷”, 歌迷, 影迷, 书迷等。“网—”, 网吧, 网恋, 网民, 等。

2. Composition is the mean that compounds two or more words into a new one in some order. The term compound covers a wide range of different relations between lexical words. On the whole, it refers to those words that consist of more than one lexical morpheme, or the way to join two separate words to produce a single form. In compounds, the two lexical morphemes can be of different word classes. Usually the right-hand member not only determines the category of the whole compound, but it also determines the major part of the sense of the compound. In this sense, the right member serves as the head. Many of English new words were created in this way. Such as, *gay marriage* (同性婚姻), *opinion leader* (舆论导向人), *rapid reaction force* (快速反应部队), etc. If used properly, these compounding words can make sentences simple and well understood. It is the same situation in Chinese language. There are also some new words created by composition. For example, 多媒体教学, 减肥保健饮料, 搬家公司, 快餐文化等。

3. An analogy takes some similar word as the pattern, carries on association analogy in the semantics, replaces some morpheme, and imitates its correspondence or the similar new word. For example, “*telecast*” is analogized by “*newscast*”; “*heliport*” is analogized by “*airport*”; “*moonscape*” is analogized by “*landscape*”, Be same with English, in Chinese analogy words also emerge one after another incessantly. There is a word “空中小姐”, then “导游小姐”, “礼仪小姐”, “柜台小姐” and “亚洲小姐” emerge.

4. Shortening is another important word formation in modern English. There are four types of them, clipping, such as *chemotherapy*—*chemo*; initialism, such as *automated checkout machine*—*ACM*; acronym, such as *small office/home office*—*SOHO*; and the last one blending, such as “*chunnel*” is blended with “*channel*” and “*tunnel*”; “*videophone*” is blended with “*video*” and “*telephone*”; “*medicare*” is blended with “*medical*” and “*care*”, and “*psywar*” is blended with “*psychological*” and “*warfare*”. The Chinese characters can show the meaning strongly, many Chinese characters can increase, reduce, open, and spell. This characteristic has decided Chinese has extremely productive ability to form shortening words. There are two types of Chinese shortening words. The first type is to extract the crucial morpheme of

the original word or phrase to compose the new word. For example, 摆脱贫困—脱贫; 武装警察—武警. The other one is numeral shortening. For example, 三个代表, 八荣八耻, 等.

B. Borrowing Words

With the development of modern technology and the international communication, the width and depth of inter-language and inter-culture communication has achieved the unprecedented degree. There is continuous melting among different culture, so is language. Language is the most important means of communication. No language is ever self-sufficient. With the development of international exchanges, language contact has become not only inevitable, but also more frequent. Generally speaking, all languages contain a certain amount of foreign linguistic elements. Once absorbed, these foreign linguistic elements become part of the borrowing language. This is an important way for a language to enrich and replenish itself.

English in its development has managed to widen her vocabulary by borrowing words from other languages. Greek, Latin, French, Spanish, Arabic and other languages have all played an active role in this process. Throughout its history, the English language has adopted a vast number of words from various sources. In modern English, most borrowing words are from Latin language family by meaning translation and phonetic loan. For example, cancer(癌, 毒瘤), subpoena (传票) from Latin, epilepsy(癫痫症), atom(原子) from Greek, *fashion*(时装), *delicatessen* (熟食店) from Germany, *ciao* (再见) from Italian, *karaoke* (卡拉OK), judo(柔道) from Japanese, and also *tai chi* (太极拳), *kong fu* (功夫) from Chinese.

In the contact with other national language cultures, Chinese also borrows many external words and expressions from other languages. The phonetic loans are divided into four types:

1. A complete phonetic loan, which is a foreign word being translated into Chinese entirely according to its sound, e.g. hysteria(歇斯底里), EL.Nino(厄尔尼诺), clone(克隆), copy(拷贝), sofa(沙发), disco(的士高), email(伊妹儿);

2. A sound-meaning half-half translation, e.g. Internet(因特网), derby blue(德比蓝), Cambridge(剑桥)

As we can see from the examples, words of such kind are translated partially according to the sound, and partially according to the meaning of the original word.

3. A phonetic loans with a generic term added, e.g. sauna(桑拿浴), AIDS(艾滋病), waltz(华尔兹舞)

There are a lot of loans of this kind in Chinese. The characteristic of such words is that a generic term is added at the end of each word. This is perhaps because without the generic term to indicate its category, the word might be misunderstood to refer to some other things. Chinese people like to use words that indicate meanings.

4. A sound-meaning translation, e.g. hippies(嬉皮士), vitamin(维他命), neon(氖)

A sound-meaning translation is a word that is translated both according to its sound and according to its meaning. For example, in the word ‘铋’ the ‘必’ part is the sound for the first syllable of ‘Bismuth’, and the ‘金’ part indicates that the thing ‘铋’ is a metal.

C. New Meaning in Old Words

It is the method that entrusts new meaning to the words, which exist originally to constitute the new words. The social development, the change of values, the sex difference and the language change and so on all have the possibility to cause the evolution of word meaning. The old English word obtaining the new meaning mainly displays in:

1. The broadening of meaning. Broadening is a process to extend or elevate the meaning from its originally specific sense to a relatively general one. For example, “divorce” originally meant “to put an end to a marriage by law”, but now it also means “to put an end to the relationship of family members”. “companion” originally meant “a person with whom you share bread”, but now it also means “a person who accompanies you”. “task” originally meant “tax imposed”, but now it also means “a piece of work”.

2. The narrowing of meaning. Contrary to broadening, the original meaning of a word can be narrowed or restricted to a specific sense. For example, “net” originally meant all the nets, but now it particularly refers to the Internet. “liquid” originally meant liquid, but now it particularly refers to an alcoholic beverage made by distillation.

3. The promotion of meaning. For example, “awesome” meant “full of awe” before, and after a period it meant “dreadful”, but now it promoted to mean “great and marvelous”, which is popular in the late 20th Century.

The expansion of this method in Chinese language is almost the same to the English language. There are three types: the reference of meaning. Such as, “下课”, “充电”; the broadening of meaning. Such as, “触电”, “遥控”, “电灯泡”; the promotion of meaning. Such as, “跳槽”, “老板”.

Those word-formation discussed above are the main type in English and Chinese new words. Through the comparison, we can draw a conclusion that the similarities are more than differences between the two languages of word-formation.

III. CONTRASTIVE ANALYSIS OF THE FEATURES OF WORD-FORMATION BETWEEN ENGLISH AND CHINESE NEW WORDS

Though there is a big gap between English and Chinese culture, their certain features are the same. Language reflects

culture, so there are both similarities and differences between English and Chinese new word formation.

A. *The Similarities*

1. **The Analogizing of the Word-formation Process.**

The analogy has become the most important word-formation in modern English and Chinese language. Because it conforms to people's thought custom, operates easily, and has broad scope to construct word. In present open society, both British and China societies, as the carrier of popular culture, the news publication and the popular work attracts the reader to pursue the novel things. They often imitate these existing words to concoct new words sedulously, which reflect the new change and also show "the popular colors". Therefore it was fashionable for a time. Thus it causes massive emergent of new words in both English and Chinese language. "According to the survey, the analogizing words have the proportion of 10% in English and Chinese respectively". (Zhou Xu Qiang, 2001,(5) P.19).

2. **The Reference of the Language Becomes Shorter and Shorter.**

It is the reflection of this quick and efficient society that requests the economy and accuracy. In order to adapt this request, people often use those words that have few language marks, short line and the informative and communicative expressions. The quantity of English shortening words is huge, only the initial words account for 25% of the total quantity. Chinese shortening words although is inferior to English in the quantity, with the swift development of science and technology it will certainly be able to increase rapidly.

3. **The Internal Structure Tends to Be Phrase.**

The new words of English and Chinese are not only double-syllable, but also three-syllable, four-syllable, even five-syllable, which take on the multi-syllable tendency. This phenomenon is especially conspicuous in the compounding new words of them. The development of the society and the continuous emergence of new things, new thoughts and new concepts lead to the gradually attentive thoughts of people. In order to reflect those new changes, the internal structure of English and Chinese new words have to become more and more complicated. This is an apparently common feature of English and Chinese new word-formation in the new times.

4. **The Pragmatics Process Presents Oral.**

The new words and expressions are mostly created and popular in the young people who like to pursue fashion. These new words and expressions most exist in orally; and extremely vivid. For example, in Chinese, "闪" means "leave or go", which is more oral and fashionable.

5. **Acceptant Process Is Unfamiliar.**

The new words and expressions appear too quickly and fashionably, but they are too brief to express the meaning clearly. However there are some words whose spelling and form is out of standard, so the new words are a little bit unfamiliar, which make the majority person feel strange, and they have difficulty in accepting them.

However, these two languages belong to different language system; there are still many differences in the features of word-formation between their new words.

B. *The Differences*

1. **The Absorptive and Assimilative Function Is Different.**

The absorptive and assimilative function of English language is very strong, as long as the word or expression is useful, it will accept. Moreover, it has very strong plasticity and high flexibility in the word construction. When the borrowing words enter English, the pronunciation and form will be assimilated by English language soon. But the assimilative function of Chinese borrowing words is far inferior to English. When it is needed to use the borrowing new words, meaning translation is often used, little transliteration. Chinese language always tries to reform the borrowing words with native language custom and word construction. Just because the English borrowing words occupy about 80% in the complete vocabulary (Li Changbao, 2001:92), English vocabulary has a laudatory name as "the cosmopolitan vocabulary". Compared with English, the percentage of borrowing words in Chinese is much smaller.

2. **Writing Performance System Is Different.**

The English language attaches importance to shape, and can reveal pronunciation from its writing. Its new words and expressions take the letter or the word as the fundamental component, its shape, sound and meaning establish separately, and it controls the semantics by the grammar; the Chinese language emphasizes the meaning, its new words and expressions take the Chinese character as the fundamental component, its shape, sound and meaning integrate, and it controls the grammar by the semantics. Take the new shortening words for example, in English CW can present "continuous wave", "cold welding", "chemical warfare"; but in Chinese a shortening word can only stand for one meaning. Such as, 公关 (公共关系)

3. **The Morpheme Development Tendency Has Differences.**

The morpheme is the smallest meaning unit in the language that may divide into free morpheme and bounding morpheme, and can also divide into meaningful morpheme and meaningless morpheme. Generally speaking, the free morpheme is meaningful, while bounding morpheme is meaningless. In the process of creating new English words, no matter which word-formation is used, the phenomenon that meaningless syllable becomes meaningful would never happen. But it is a completely different case in Chinese language. There is the phenomenon in Chinese. For example, "的" is meaningless originally and is a bounding morpheme. But in the phrase "打的", it does have the meaning of

“taxi”. Similarly, there are many phrases in which “的” has meaning. Such as, “面的”“摩的”“板的”等.

IV. CONCLUSION

Vocabulary is an important element in language. With the development and change in society, there must be more and more new words appeared and served in daily communication. Language development trend and rule could be found by contrastive analysis of the expansion of English and Chinese new words and their features of word-formation. Totally speaking, traditional word-formations are still the most important means to create new words. They use the old structure to indicate completely new meanings. English and Chinese are from entirely different language systems, because the differences of each culture and tradition, their features of word-formation are different in some aspects. Along with the further communication and mutual influence between the two cultures, these two languages must have greater development.

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Rongmei Yu was born in JiangXi province China in 1964. She received her Bachelor’s degree in English Language and Literature from JiangXi Normal University, China in 1989.

She is currently a professor in Nan Chang Normal University, JiangXi, China. Her research interests include Intercultural Communication and English Teaching.

Prof. Yu is a member of JiangXi Translation Association and the teacher of Nan Chang Normal University.

The Translation of Sex-related Content in *Lady Chatterley's Lover* in China

Kun Zhu

School of English Studies, Shanghai International Studies University, Shanghai, China

Abstract—This article discusses how sex-related content is rendered in two Chinese translations of D. H. Lawrence's *Lady Chatterley's Lover*: Rao Shuyi (1936) and Zhao Susu (2004). It is found that Rao's translation features explicitness, flexibility and Europeanization, while Zhao's translation features conservatism and domestication. And the observed features in the two translations regarding sex-related content are explained from perspectives of social and historical background, translation purpose and intended readership, and patronage.

Index Terms—*Lady Chatterley's Lover*, translation, sexuality

I. INTRODUCTION

D. H. Lawrence, a renowned English writer, lived in the Victorian period, which was the golden age in British history. As the first country to enter the industrial society, England then enjoyed an unprecedentedly prosperous economy. However, the Victorian period was also an era full of tragedies, as stated in the opening of *Lady Chatterley's Lover* "Ours is essentially a tragic age, so we refuse to take it tragically. The cataclysm has happened: we are among the ruins" (Lawrence, 1959, p. 37). Specifically speaking, most people in this period were inescapably controlled by machine; and the dominant social class was avariciously pursuing money and fame. Meanwhile, "from the highest class of society down to the lowest every one lives as under the eye of a hostile and dreaded censorship" (Mill, 2009, pp. 102-103). Lawrence believed that in order to liberate people from enslavement of machine and from restraints of censorship, a new social order should be established with basic human needs and human nature taken into account (Rao, 1986, p. 2). Under such circumstances, he created *Lady Chatterley's Lover*. The story is about the passionate, but unaccepted love between Lady Chatterley and her husband's gamekeeper, Oliver Mellors. By creating the work, Lawrence intended to awaken people to fight for self-existence, to get rid of the suppression imposed by modern civilization, and to establish harmony between male and female, between man and society.

Despite of its significance, *Lady Chatterley's Lover* met challenging obstacles in its early publication and circulation. At first, it was banned in England and America for its excessive sex-related content. Until 1932, an expurgated version of *Lady Chatterley's Lover* was published in England and America. Almost thirty years later, an unexpurgated version was published by Penguin Press in London to mark the 30th anniversary of Lawrence's passing away in 1960. However, the publication incurred a lawsuit: London's chief prosecutor Jones accused the book of propagating sensualism and praising adultery. Fortunately, after six days of intense debate in court, Penguin Press won the case (Lu, 2004, pp. 3-5). The publication and circulation of *Lady Chatterley's Lover* in China didn't go swimmingly as well. It was introduced to China in 1930s, and many renowned Chinese scholars, such as Yu Dafu¹ and Lin Yutang², wrote articles on it. But it was banned due to the Cultural Revolution and it was not until the late 1980s that *Lady Chatterley's Lover* came into circulation again (Cui, 2014, p. 22).

The difficulties of publication and circulation confronted by *Lady Chatterley's Lover* were largely caused by its excessive sex-related content, which was usually considered as obscene or even immoral. So this article intends to investigate how sex-related content is rendered in two widely acclaimed Chinese translations of *Lady Chatterley's Lover*, to summarize features in the two translations regarding sex-related content, and to explore underlying reasons behind the observed features.

II. TWO CHINESE TRANSLATIONS AND THEIR TRANSLATORS

Since 1930s, *Lady Chatterley's Lover* was translated into Chinese by some Chinese translators, including Lin Yutang,

¹ Yu Dafu, a modern Chinese writer and revolutionary martyr, was one of the initiators of the new literary group called "the Creation Society". His literary masterpieces include *Sink Down*, *Spring Fever*, and *Sweet-scented Osmanthus in Belated Bloom*. In addition to literary creation, he also actively participated in various anti-imperialist and anti-Japanese activities. In his article "On reading Lawrence's novel *Lady Chatterley's Lover*", Yu Dafu (1934) not only investigated the characteristics of the novel, but also analyzed its structure and the thought of Lawrence reflected in it (pp. 33-37).

² Lin Yutang was a renowned modern Chinese writer, translator, linguist. He was nominated for the Nobel prize in literature twice respectively in 1940 and 1950. His literary works include *Moment in Peking*, *My Country and My People*, *the Importance of Living*. Lin Yutang (1935) wrote in his article "On Lawrence" that the sex scenes in Lawrence's works integrated soul and flesh and reproduced the inner world of characters and the symbolic relationship between individuals and society, which was of profound connotation (pp. 33-37).

Wang Kongxi, and Qian Shi (Sun, 2008, pp. 120-123). But the full text of *Lady Chatterley's Lover* was first translated into Chinese by Rao Shuyi in 1936. And it was not until 1990s that other translation versions began to emerge. Now, there are over a dozen of translation versions in China. This article selects two widely acclaimed versions as the research objects and an introduction to the two versions and their translators is presented below.

The first version is Rao Shuyi's translation published in 1936. When reading translation excerpts of *Lady Chatterley's Lover* in newspapers, Rao found quite a few errors and omissions which he believed obstructed readers from appreciating authenticity of the original work. So he decided to sort out his previous translation excerpts of *Lady Chatterley's Lover* and to complete the unfinished parts of it. He used the unexpurgated English version published in France as the source text and also referred to French version by Roger Cornaz, Lawrence's designated translator of French version. As for his own translation, he commented that although his translation was not worthy of acclaim, it remained as faithful as possible to the original work (Rao, 1986, p. 4). His translation was not republished until 1986 when Hunan People's Press decided to republish it.

The second version is Zhao Susu's translation published by People's Literature Publishing House in 2004. In 2001, People's Literature Publishing House decided to republish *Lady Chatterley's Lover* and invited Zhao to translate it. Although Zhao had successfully translated more than twenty English works into Chinese before having been commissioned to translate *Lady Chatterley's Lover*, it was still never easy for him to translate this work well. Specifically speaking, Lawrence was used to wording and phrasing exquisitely and citing copiously from classics in his works, and he did so in creating *Lady Chatterley's Lover*. Zhao was able to find most sources of Lawrence's citations and translated them appropriately, but to exactly reproduce the language style of the original work was almost unattainable given the time limit of the translation task. So some adjustments had to be made. For example, the Derbyshire dialect that Mellors spoke was difficult to be rendered into Chinese, so Zhao replaced it with Chinese local dialect. Besides, to get the translation approved by the censorship department, Zhao chose to downplay and expurgate some sex-related content in his translation, though he thought *Lady Chatterley's Lover* was not obscene but even philosophically enlightening (Zhao, 2004, p. 390). However, in general, he kept the adjustments from interfering with his presentation of the overall integrity of the original work.

III. TRANSLATION OF SEX-RELATED CONTENT IN *LADY CHATTERLEY'S LOVER*

In *Lady Chatterley's Lover*, a large amount of sex-related content has been accused of propagating sensualism and praising adultery. However, presenting much sex-related content in this novel, Lawrence didn't intend to suggest that all women should go running after gamekeepers for lovers or to suggest that they should go running after anybody. He stated his intention as "I want men and women to be able to think sex, fully, completely, honestly, and cleanly. Even if we can't act sexually to our complete satisfaction, let us at least think sexually, complete and clean" (Lawrence, 2006, p. 308). This section investigates how sex-related content in *Lady Chatterley's Lover* is treated in Rao's translation and in Zhao's translation respectively from three aspects.

A. Sexually Sensitive Words

The first component of sex-related content in *Lady Chatterley's Lover* is sexually sensitive words, which can be subdivided into three groups. The first group is words related to sexual organs, such as cock, penis, ball, cunt and womb; the second group is words related to body parts, such as breast, belly, navel and buttock; the third group is words related to sexual intercourse, such as fuck, erect, come off, and sexual orgasm. One word from each group is selected and then a comparison between Rao's translation and Zhao's translation regarding the selected word is conducted.

1. Words Related to Sexual Organs

In this group of words, "penis" is chosen as the research object. In the source text of *Lady Chatterley's Lover*, "penis" appears twenty-one times to refer to a male's body part that is used for urinating and sex. In Rao's translation, he translated "penis" into "阴茎"³ fifteen times, "阳具"⁴ four times, and "生殖器"⁵ twice. In Zhao's translation, he translated "penis" into "阳具" seven times, "枪"⁶ twice, "命根子"⁷ once, "那话儿"⁸ once, and "它"⁹ once; and he omitted "penis" in his translation nine times. So it can be found that Zhao tended to use euphemism or omission to translate "penis", while Rao was more direct in this regard. Two examples are provided below to better present how "penis" is rendered in Chinese by Rao and by Zhao respectively.

Example 1: She saw the image of him, naked white with tanned face and hands, looking down and addressing his erect penis. (Lawrence, 1959, p. 332)

Rao's translation: 她的心里看见他, 赤裸裸的, 白皙皙的, 只有脸孔和两手是赤色的。他闭着眼睛, 对她挺起

³ "阴茎" is formal expression of "penis" in Chinese and can be used as a medical term.

⁴ "阳具" is usually used in literary works to refer to "penis" and can be sexually arousing.

⁵ "生殖器" is an equivalent of "reproductive organ" in English.

⁶ "枪" is an euphemism for "penis" in Chinese.

⁷ "命根子" is a nickname for "penis" in Chinese.

⁸ "那话儿" is an euphemism for "penis" in Chinese.

⁹ "它" refers to "penis" based on the context in the translation.

的阴茎说着话。(Rao, 1986, p. 385)

Zhao's translation: 她眼前浮现出他的样子, 赤裸洁白, 脸和手是晒黑的, 他望着自己挺立的那话儿, 对它说着话。(Zhao, 2004, p. 332)

Example 2: She felt his penis risen against her with silent amazing force and assertion. (Lawrence, 1959, p. 229)

Rao's translation: 她觉得他的阴茎带着一种静默的、令人惊奇的力量与果断, 向她竖举着。(Rao, 1984, pp. 249-250)

Zhao's translation: 她觉得他正以令人惊奇的力量与坚决, 无声地向她靠近。(Zhao, 2004, p. 216)

In the first example, while "penis" was explicitly translated into "阴茎" by Rao, Zhao chose to deal with it in an implicit and less sexual manner and translated it into "那话儿". In the second example, Rao rendered "penis" in the same way, but Zhao omitted it in his translation. So judging from these two examples and the statistics presented above, it can be concluded that while Zhao tended to render "penis" euphemistically, Rao was more direct in his translation.

2. Words Related to Body Parts

Regarding words related to body parts, "buttock" is selected as the research object. In the source text of *Lady Chatterley's Lover*, "buttock" appears sixteen times to describe the two rounded freshly parts at the top of a person's legs. In Rao's translation, he translated "buttock" into "臀部" five times, "屁股" twice, "两股" twice, "臀" twice, "后臀" once, "臀尖" once, "两臀" once, "臀上" once, and omitted one "buttock". In Zhao's translation, he translated "buttock" into "臀部" seven times, "屁股" six times, "后臀" once, "臀" once, "两股" once. So Rao used eight different expressions to render "buttock" in Chinese, while Zhao used only five. And one example is offered below.

Example 3: And the longish slope of her haunches and her buttocks had lost its gleam and its sense of richness. (Lawrence, 1959, p. 111)

Rao's translation: 臀部两旁和臀尖的下倾, 已失掉了它的光辉和富丽的神态了。(Rao, 1986, p. 96)

Zhao's translation: 倾斜的臀部已失去了往日的滑腻丰腴感。(Zhao, 2004, p. 84)

In this example, "buttocks" and "haunches" are synonyms. While Zhao translated both of them into "臀部", Rao translated "haunches" and "buttocks" into "臀部" and "臀尖" respectively, which reflects the diversity of Rao's translation. Besides, "臀尖" is more vivid than "臀部" in Chinese. Judging from this example and the statistics presented above, it can be concluded that Rao's translation for this word was relatively diverse than Zhao's.

3. Words Related to Sexual Intercourse

As for words related to sexual intercourse, "fuck" is the research object. In the source text of *Lady Chatterley's Lover*, "fuck" appears twenty-four times. In Rao's translation, he translated "fuck" into "性交" seventeen times, "苟合" once, "交合" once, "怜爱" once, "进入" once, "床第间事" once, "相交" once, and omitted one. In Zhao's translation, he translated "fuck" into "做爱" sixteen times, "欲" once, "苟合" once, "干" once, "床第之事" once, "睡觉" once, and omitted three. Regarding the most frequently used translation of "fuck", "性交" in Rao's translation is usually used in formal text while Zhao's translation "做爱" is usually used in informal text. In terms of language diversity, there is little difference between Rao's translation and Zhao's translation, but Zhao deleted three "fuck" in his translation for the context of them in the source text contains excessive sex-related content and thus he chose to abridge the entire context.

B. Love Making Scenes between Lady Chatterley and Mellors

In *Lady Chatterley's Lover*, description of sexual intercourse can't be ignored. From a social point of view, by depicting sexual intercourse vividly, Lawrence intended to demonstrate the difficulty and the necessity for men and women to establish an integrated and sound partnership both physically and spiritually (Zhao, 2004, p. 387). From a narrative point of view, sexual intercourse is presented with increasing explicitness and meticulousness, which reflects the slowly growing intimacy between Lady Chatterley and Mellors. At first, they restrained themselves from starting a romance for both of them were disappointed by their past romantic experience. So it is depicted in the first love making scene between them that "she lay still, in a kind of sleep, always in a kind of sleep. The activity, the orgasm was his, all his; she could strive for herself no more" (Lawrence, 1959, p. 164). Then, the relation between them heated up and gradually grew into a romantic one. Accordingly, the latter loving making scenes were more vibrant and exhilarating as depicted as follows: "sharp soft waves of unspeakable pleasure washed over her as he entered her, and started the curious molten thrilling that spread and spread till she was carried away with the last, blind flush of extremity" (Lawrence, 1959, p. 272). Regarding the two translators' translation of love making scenes, two excerpts are selected for analysis.

Excerpt 1: She lay still, in a kind of sleep, always in a kind of sleep. The activity, the orgasm was his, all his; she could strive for herself no more. Even the tightness of his arms round her, even the intense movement of his body, and the springing seed in her, was kind of sleep, from which she did not begin to rouse till he had finished and lay softly panting against her breast. (Lawrence, 1959, p. 164)

Rao's translation: 在一种沉睡的状态中, 老是在一种沉睡的状态中, 她静默地躺着。所有的动作, 所有的性兴奋, 都是他的, 她再也无能为力了。甚至他的两臂搂着她那么紧, 甚至他身体的激烈的动作, 以及他的精液在她里面的播射, 这一切都在一种沉睡的状态中过去, 直至他完毕后, 在她的胸膛上轻轻地喘息着时, 她才开始醒转过来。(Rao, 1986, p. 165)

Zhao's translation: 她静静地躺着, 似睡非睡, 总是似睡非睡。所有的动作, 所有的性兴奋, 都是他的, 全都是他的; 她无法再努力了。即使他两臂紧搂着她, 即使他的身体激烈运动, 把精液射在她身体里时, 她还是那样睡着, 直到他完了事, 在她胸前轻轻喘息, 她才开始醒转过来。(Zhao, 2004, p. 142)

This excerpt depicts the first love making scene between Lady Chatterley and Mellors. During the whole process, Mellors took the initiative and Lady Chatterley lay still rather than responded to Mellors, which implies her struggle between moral restraint and sexual desire. Regarding the translation of the excerpt's first sentence, while Zhao followed the original order of words, Rao adjusted the order of words in his translation, which embodies Rao's relative flexibility in his translation. Besides, Rao's translation of this excerpt is Europeanized, which features "translationese", such as his translation "他的精液在她里面的播射, 这一切都在一种沉睡的状态中过去, 直至他完毕后"; however, Zhao adopted domestication translation, which is in compliance with contemporary Chinese readers' reading habits.

Excerpt 2: She turned round and climbed into his lap, clinging to him. "Kiss me!" she whispered.

And she knew the thought of their separation was latent in both their minds, and at last she was sad.

She sat on his thighs, her head against his breast, and her ivory-gleaming legs loosely apart, the fire glowing unequally upon them. Sitting with his head dropped, he looked at the folds of her body in the fire-glow, and at the fleece of soft brown hair that hung down to a point between her open thighs. He reached to the table behind, and took up a bunch of flowers, still so wet that drops of rain fell on the floor. (Lawrence, 1959, p. 285)

Rao's translation: 她回转身去, 爬在他的膝上, 紧依着他。

"亲吻我罢!" 她细声说。

她明白了他俩的心里都带着离情别意, 最后她觉得悲伤起来了。

她坐在他的大腿上, 她的头依着他的胸膛。她象牙似的光耀的两腿, 懒慵慵地分开着; 炉里的火光参差地照着他们。令他俯着头, 在那火光里, 望着她的肉体的折纹, 望着她开着的两腿间那褐色的阴毛。他伸手在后面桌上把刚才她采来的花拿了, 这花还是湿的, 几滴雨水滴在她的身上。(Rao, 1986, p. 324)

Zhao's translation: 她回转身, 爬到他腿上, 紧依着他。"吻我!" 她悄声说。

她知道他俩的心里都藏着离情别意, 她终于觉得悲伤起来。

..... (Zhao, 2004, p. 278)

This excerpt describes a scene that after having played in the rain, Lady Chatterley and Mellors came back to the cabin and decorated each other's naked bodies with flowers they gathered in the forest, which manifests the intimacy between them. Meanwhile, this excerpt also reflects Lawrence's philosophy and one of the themes of the novel: people should return to nature and learn to live in harmony with nature. Rao remained faithful to the content of the original excerpt in his translation, but Zhao chose to abridge most part of this excerpt due to its abundant sex-related content. In addition to this abridgment, Zhao also abridged quite a few love making scenes in other parts of his translation. Such a choice, to some extent, compromises the artistic value of the novel and fails to present a complete picture of the original novel to its readers.

C. *Lovely Chat between Lady Chatterley and Mellors*

Dialogue is an important part of language description in novels. On the one hand, successful dialogue description can express characters' thoughts and feelings and reflect their psychological activities; on the other hand, it can also predict and promote the development of plots, and explain the context of plots. In *Lady Chatterley's Lover*, lovely chat between Lady Chatterley and Mellors serves such functions. In regard to how lovely chat between them is rendered into Chinese by the two translators, the following excerpt is presented.

Excerpt 3: "Ma lass!" he murmured. "Ma little lass! Dunna let's fight! Dunna let's niver fight! I love thee an' th' touch on thee. Dunna argue wi' me! Dunna! Dunna! Dunna! Let's be together."

She lifted her face and looked at him.

"Don't be upset," she said steadily. "It's no good being upset. Do you really want to be together with me?"

She looked with wide, steady eyes into his face. He stopped, and went suddenly still, turning his face aside. All his body went perfectly still, but did not withdraw.

Then he lifted his head and looked into her eyes, with his odd, faintly mocking grin, saying: "Ay-ay! Let's be together on oath."

"But really?" she said, her eyes filling with tears.

"Ay really! Heart an' belly an' cock". (Lawrence, 1959, pp. 267-268)

This lovely chat occurred when Lady Chatterley and Mellors disagreeably argued over the essence of life, love and sex, and Mellors comforted Lady Chatterley and promised to be together with her who was then moved into tears. In this chat, they clarified their relationship and planned their future, which is important for the development of the story. The two translators' translations of this chat are as follows.

Rao's translation: "我的小人儿!" 他用土话喃喃地说: "我的小人儿! 我们不斗气罢! 让我们永不要斗气罢! 我爱您, 我爱抚摸您。别和我争执! 不! 不! 不! 让我们和好在一块儿罢。"

她抬头望着他。

"不要烦闷。" 她镇静地说: "烦闷是没有用的。你真是想和我和好在一块儿么?"

她的宽大而镇静的眼睛望着他的脸。他停住手，突然地静默起来，脸回避着。但是他的身体并没有避开。

然后他回过头来，向她眼里望着，脸上带着他那古怪的讽刺的苦笑说：“是的！让我们和好在一块儿，誓不相分！”

“是真的么？”她说，两眼充满着眼泪。

“是的，真的！心和腹和阳具都和您在一块儿”。(Rao, 1986, p. 301)

Zhao's translation: “心肝儿！”他喃喃地说，“俺的小心肝儿！咱别斗气了！咱们再也别斗气了！俺爱你，俺要好好缠着你。别和俺吵了！别价！别价！别价！咱们在一块儿吧。”

她扬起脸，望着他。

“别生气，”她镇定地说。“生气不好。你真的想和我在一块儿吗？”

她那大睁着的眼睛目不转睛地注视着他的面孔。他停止了抚摸，突然一动不动了，他转过脸去。他的身体一动不动，但是并没有躲开。

然后他抬起头来，看着她的眼睛，脸上淡淡地挂着那种古怪的嘲讽笑容，说：“真想！在一块儿，誓不分离！”

“真的吗？”她说，眼睛里含满了泪水。

“真的！不信你摸摸俺心窝子，摸摸俺肚皮子，摸摸俺……”。(Zhao, 2004, p. 260)

After meticulous comparative analysis of the two translations, several apparent differences can be found. First, compared to Zhao, Rao simplified the language and information of the chat in his translation, which reflects his flexibility in translation. For example, as for the sentence “All his body went perfectly still, but did not withdraw”, Rao translated it into “但是他的身体并没有避开”, while Zhao translated it into “他的身体一动不动，但是并没有躲开”. Another example is “Heart an' belly an' cock”. Rao's translation is “心和腹和阳具都和您在一块儿”, while Zhao's translation is “不信你摸摸俺心窝子，摸摸俺肚皮子，摸摸俺……”. Another difference can be found in their translations of this sentence: Zhao deleted “cock” in his translation, while Rao translated it directly into “阳具”, which again demonstrates Rao's explicitness in his translation regarding sex-related content. Besides, Zhao used words of Chinese northern dialect in his translation, such as “俺” and “别价”, while Rao used Europeanized expressions in his translation, such as “我爱抚摸您” and “心和腹和阳具都和您在一块儿”.

IV. FEATURES IN THE TWO TRANSLATIONS AND THE REASONS BEHIND

A. Summary of Features in the Two Translations

After comparative analysis of the two translations above, features in the two translations regarding sex-related content can be summarized as below. Rao's translation features explicitness, flexibility, and Europeanization, while Zhao's translation features conservativeness and domestication. As for the underlying reasons behind these features, this article intends to explore from three perspectives, namely social and historical background, translation purpose and intended readership, and patronage.

B. Influence of Social and Historical Background

Translation doesn't occur in a vacuum but in a social and historical context. The two translations of *Lady Chatterley's Lover* happened in two different periods with an almost seventy-year time span, during which tremendous transformation has taken place in China. Thus, their features should be first analyzed from social and historical perspective. Rao translated *Lady Chatterley's Lover* in 1930s when the impact of the New Cultural Movement was still profound. Free-minded intellectuals propagated modern western ideology, culture, politics and technology to counter against traditional Confucian doctrines, which created a relatively free, open and tolerant social environment. It can be proved by the frequent publication of translations and studies of *Lady Chatterley's Lover* in well-circulated newspapers. So Rao's explicitness in his translation of sex-related content was acceptable to the academic community and the general public as well. Besides, although publication censorship was established in the Republic of China era, only political publications would be censored rigorously while cultural and educational publications enjoyed a relatively loose censorship (Luo, 2015, p. 25), which created another prerequisite for Rao's explicitness in his translation.

Moreover, since translated literature is a system operating in the larger social, literary and historical systems of the target culture (Munday, 2012, p. 165), translated literature's position in the target culture also exerts influence on how literature is translated. Specifically speaking, when a “young” literature is being established, when a literature is “peripheral” or “weak” or when a literature is experiencing a critical turning point or in a vacuum, translated literature then occupies the primary position. Under such circumstances, translated literature tends to be less restrained by the language pattern in the target culture. In contrast, when translated literature occupies a secondary position, it usually preserves conventional forms and conforms to the literary norms in the target culture (Even-Zohar, 2004, pp. 193-194). Although the new-vernacular literature in China had been established since the May Fourth Movement, it was far from mature in 1930s, as a result of which translated literature still served as an important means for the academic community to learn from mature western literature. In addition, China was at the turning point of social transformation in 1930s, and accordingly Chinese literature was brewing reform. Two conditions combined led to translated literature's primary position in the target culture, which made it acceptable for Rao's translation of *Lady Chatterley's Lover* to

contain a large number of Europeanized expressions. On the contrary, the time Zhao translated *Lady Chatterley's Lover* was 2004 when translated literature had already been pushed to the periphery in the Chinese literary polysystem, so it can be found that his translation of *Lady Chatterley's Lover* is more consistent with the target language convention.

C. Influence of Translation Purpose and Intended Readership

In literary translation, the purpose of translation directly affects the reproduction of the content and the style of the original texts. As mentioned in the previous section, the reason why Rao translated *Lady Chatterley's Lover* was to amend quite a few errors and omissions in its translations published in newspapers and to present readers with an opportunity to appreciate authenticity of the original work (Rao, 1986, p. 4). In a deep sense, Rao's translation aimed to break traditional moral values, criticize the suppression of human nature from society, advocate the beauty of life and the harmony between two genders, and propagate the concepts of democracy and freedom in China (Rao, 1986, p. 3). These two translation purposes together contributed to explicitness in his translation of *Lady Chatterley's Lover*. In addition to translation purpose, intended readership also plays a part in translation process; in other words, intended readers' aesthetic taste, reading attitude, educational level, and familiarity and receptivity to foreign languages, cultures and literature affect translators and their translations to some extent. Back then, the intended readers of Rao's translation were mainly free-minded intellectuals who were usually tolerant of sex-related content and favorably received Europeanized language. So it makes sense that Rao's translation features explicitness and Europeanization.

In contrast, the purpose of Zhao's translation was to increase readability and introduce the classic of world literature to Chinese readers from all walks of life. Accordingly, on the one hand, Zhao conformed to the language convention of Chinese and adopted domestication in his translation to cater for reading habits of his audience; on the other hand, Zhao expurgated plenty of sex-related content and instead focused more on the dissemination of Lawrence's social and ecological ideals.

D. Influence of Patronage

"Patronage is a potent force that can further or hinder the reading, writing, and rewriting of literature. It can be exerted by persons, a group of persons, a religious body, a political party, a social class, a royal court, publishers, and last but not least, the media" (Lefevere, 2010, p. 15). As his own patron, Rao published his translation of *Lady Chatterley's Lover* at his own expense, as a result of which he enjoyed a high degree of freedom in dealing with sex-related content. So in his translation of sex-related content, readers can find not only his explicitness and Europeanization as discussed above, but also his flexibility which is manifested by adjustments to sentence structures and diversity in wording. Oppositely, Zhao translated *Lady Chatterley's Lover* with the patronage of People's Literature Publishing House, which forced him to largely follow his patron's ideology in his translation. As pointed out by Sun Shunlin, the director of planning department of People's Literature Publishing House, *Lady Chatterley's Lover* is a work of art and the republication of it is not intended to cater for excessively sexual description in current literature (Wang, 2012, p. 27). Consequently, Zhao deleted plenty of sex-related content in his translation to fulfill the responsibility to his patron.

V. CONCLUSION

In order to awaken people to think sex, fully, completely, honestly, and cleanly, Lawrence presented a large quantity of sex-related content in *Lady Chatterley's Lover*. As a result, the publication and circulation of *Lady Chatterley's Lover* in China underwent twists and turns: it was introduced to China in 1930s, banned from 1950s to 1970s, lifted from the ban in 1980s, and vastly circulated since 1990s. Now, over a dozen of translation versions can be found in China, each of which has its own features in rendering sex-related content so as to ensure the translation's presence in the world, its reception and consumption in the form of a book. So are the two translations discussed in this article. This article has analyzed how the two translations rendered sex-related content from three aspects, namely, sexually sensitive words, love making scenes between Lady Chatterley and Mellors and lovely chat between them, and then found that Rao's translation features explicitness, flexibility and Europeanization, while Zhao's translation features conservativeness and domestication. Besides, this article has explained the observed features in the two translations from perspectives of social and historical background, translation purpose and intended readership, and patronage.

Given the article length's limit, this article has only discussed Rao's translation and Zhao's translation of *Lady Chatterley's Lover*. Since there are over a dozen of translation versions in China, further research should investigate how sex-related content is rendered in other Chinese versions, which may present a more complete picture of the translation and circulation of *Lady Chatterley's Lover* in China.

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Kun Zhu was born in Hubei, China in 1992. He is currently a post-graduate student in English Language and Literature in Shanghai International Studies University. His research interest area is translation studies.

Optimizing Students' Engagement through Implementing Peer-assessment Practice in Iranian Public High School: An Action Research

Seyyed Hossein Sanaeifar
English Department, Islamic Azad University, Qaemshahr Branch, Qaemshahr, Iran

Seyyed Bagher Mirshojaee
Department of English, Shiraz University, Iran

Abstract—This study aimed to find the solution for students' lack of engagement in classroom. The researchers used peer-assessment (PA) practice in classroom based on small group collaboration. 21 male high school students took part in this research. They were in Grade 10th and had been studied physics and mathematics course in 15th Khordad public high school in Sari, Mazandaran, Iran. To conduct this research, three instruments were used including teacher-made test, students' engagement questionnaire, and peer-evaluation observation checklist. The researchers implemented PA practice in their classroom in which participants were divided into seven groups each had three members with different proficiency levels. These groups' members were supposed to practice PA on their exams. Also, the students were asked to answer students' engagement questionnaire in order to put their idea about PA practice and the teacher observed all the groups' members and filled the peer-evaluation observation checklist based on students' interactions and participation. The analyses of data showed that, exposing student to the PA significantly enhanced students' classroom engagement and improves their English course scores.

Index Terms—students' engagement, peer-assessment practice, peer-evaluation, participation, and small group collaboration

I. INTRODUCTION

In any formal educational setting, most of the learning activities take place in a classroom. Classroom is a built-in environment where formal learning process takes place in it. It is an important context where both students and instructor come into contact to share information in their quest for knowledge. For the instructor, classroom time is a golden opportunity to meet face to face with the students, delivering the teaching material effectively with the aim to ensure that students can learn what is being taught. On the other hand, the students are expected to be presence on time and participate actively to absorb, seek, and apply the skill and knowledge shared in the classroom. These complementing engagements between lecturer and students generates conducive classroom environment. Effective learning process occurred when both instructor and student interact effectively and actively participate in doing learning activities (Mohd, Noor & Maizatul, 2012).

To contribute an effective learning in higher education, it is essential to provide a dialogue between students and teachers. Learners benefit from teacher's discussion (dialogue between teacher and students) more than an information transmission by their teachers. Although this sort of activity in large classes is difficult to be arranged, teachers can manage small group to discuss about their performances in the class. However, peer dialogue enhances students learning effectiveness. Peer discussion encourages students to revise and negotiate language parts and helps them to provide tactics with their peers on their performances critically. So, negotiation between cohorts is necessary to get involved in self-regulated actions where they accept their peer's critic more easily rather than the teacher (Nicol & Macfarlane-Dick, 2006).

In a classroom, learners' participation is necessary for the progress of instruction. Students' participation is not confined only in form of physical presence, but it means their mental presence too. In the class, their interactions should make them interested to work attentively. They need to listen to the teacher and should be able to give a good and suitable response if it necessary (Abebe & Deneke, 2015). Engaging students in the learning process increases their attention and focus on their work. Also, it motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. Poorly managed participation leads them to be more frustrated and confused. So, managing the students' engagement in the classroom is regarded as the vital role for language teachers. It enables teachers and students to exchange and discuss their ideas, knowledge, thoughts, and facilitates the negotiation of the meanings.

Poor classroom participation detracts students' language learning achievement. According to Jalongo, Tweist, Gerlack and Skoner (1998), having higher level of participation in the classroom helps students to perform better in

their learning job including the matter of assessment such as tests, homework, and examinations. Also, it enables them to master the course objectives. Mustapha, Rahman and Yunus (2010) claim that, students who are actively participating in the classroom practice are expected to get better results.

Peer-assessment (PA) is believed to enable learners to develop their abilities and skills that denied in a teacher-centered learning environment. In other words, it provides the opportunity to take responsibility for analyzing, monitoring, and evaluating their learning assignments (Cheng & Warren, 2005). PA is an interactive type of assessment that keeps learners in touch with their teachers to achieve the learning goals. In fact, teachers are not the only assessors and no longer play the central role as a single assessor (Ko, Liu & Wachira, 2015). PA can provide the ground for students' involvement in classroom practice and should be considered as an effective solution for students' lack of engagement in classroom events.

II. REVIEW OF THE RELATED LITERATURE

PA has been defined as an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of their peer's learning of peers (Topping, 1998 as cited in Luxton-Reilly, 2009). PA is an interactive process that a group of individuals grade their peers' work. It may or may not involve an agreed criterion among teachers and students (Falchikov, 1995 as cited in Peng, 2010). Also, PA could be defined as a process where individuals mutually rate their peers' learning activities. In peer-assessment, learners grade the work or performance of their peers using relevant and negotiated criteria. In peer-feedback, students engage in reflective criticism of the work or performance of others using previously identified criteria and supply feedback to them. In peer-learning, learners learn with and from each other, normally within the same class or cohort (Wen & Tsai, 2006 as cited in Railean, 2020).

The practice of PA has been recognized as having possibly enormous benefits in terms of learning gains, and it is increasingly being used in higher education to involve students in an active way in the assessment process (Race, Brown & Smith, 2005 as cited in White, 2009). PA is a valuable tool of assessment for learning procedure. It promotes learning when learners take the roles of teachers and examiners for each other, and they find it easier to make sense of assessment criteria if they examine their peer's work rather than theirs (Black & Wiliam, 1998 as cited in White, 2009).

PA is an educational arrangement where students judge a peer's performance quantitatively and qualitatively which stimulates them to reflect, discuss and collaborate (Strijbos & Sluijsmans, 2010 as cited in Ko et al., 2015). Such an assessment method is usually associated with group work in which students wish to separate the assessment of individual contributions from the assessment of the groups' final products (Peng, 2010). Peer-learning and assessment are quite effective in terms of developing students' critical thinking, communication, lifelong learning and collaborative skills (Nilson, 2003). The process of PA ought to involve students in grading activity and enables them to give feedback on their peer's work and gives them tolerance for being judged for the quality of the appraisals they made (Davies, 2006 as cited in Peng, 2010).

PA includes processes which require students to provide either feedback or grades (or both) to their peers on a product, process, or performance, based on the criteria of excellence for that product or event which students may have been involved in determining (Falchikov, 2007 as cited in Glyn, Dona & Kathleen, 2011). PA aims on learning students from each other and they can master their learning objectives confidently (Careless, 2009). PA increases students learning by engaging them to reflect and judge their cohorts thinking skills. Thus, it can generate a sustainable progression, and it promotes a deep correlation between learners. (Lynch, McNamara & Seery, 2012).

Vickerman (2009) notes that PA provides advantages to teachers and students. It utilizes the tutoring mechanism which devotes development of rating and judgment of cohorts. Peer-evaluation encourages learners to be more authentic towards academic life and their study in the university. It gives them an insight of experiences while assessing or judging their peer's performances. In a process of PA groups of cohort rate their peers' performance and it empowers their metacognitive learning. Mostly, learners like peer activities as they compare their works with their peers and sometimes they cannot tolerate their peer's criticism when they have lack of self-confidence. Learners need to be anonymous while rating their peer's work because they usually feel uncomfortable to judge their peer's performances in face-to-face manner (Wen, Tsai & Chang, 2006).

Four distinctive types of students' behavior are identified in their classroom i.e. *full integration*, *participation in the circumstances*, *marginal interaction*, and *silence observation* (Liu, 2001 as cited in Mohd, et al., 2012). In full integration, students engage actively in the class discussion. In this form of behavior, they know what they want to say and what they should not say and their participation in class is usually spontaneous and occurs naturally (Zain-al-Abidin, 2007 as cited in Mohd et al., 2012). Participation in the circumstances occurs when students influenced by factors such as socio-cultural, cognitive, affective, linguistic, or environmental elements of learning and these often lead to participating in activities and interacting with other students and instructor become less active and speak only at appropriate time. In marginal interaction, students act more as listeners and speak rarely in the classroom. Unlike the students who actively participate in the classroom discussions, this category of students prefers to listen and take notes than involved in the classroom discussion. Lastly, in silent observation, students tend to avoid oral participation in the classroom. They receive materials delivered in the classroom by taking notes using various strategies such as tape-recording or writing.

According to Mohd et al. (2012), an important factor that motivates the students to participate actively in the classroom is the teacher's teaching skill. Teacher's teaching skill in form of support, understanding, approachability, friendliness through positive nonverbal behavior, giving smiles and nodded for admitting the students' answers have constructive effect on their participation. It brings activeness and open-minded contribution to their participation quality (Fassinger, 2000; Dallimore, Hertenstein & Platt, 2004).

III. STATEMENT OF THE PROBLEM

According to Aneteneh (2014), students' participation is one of the essential elements in implementing active learning in the classroom. It enables students to participate actively in the teaching and learning process (activities, tasks, classroom discourses, and negotiation of meanings) and helps them to learn more effectively. But at 15th Khordad public high school grade 10th students didn't actively participate in English lessons. Surprisingly, when the students were given some activities to be done in a group, they didn't do it; instead, they waited for a help from their teacher. This deactivated them and mostly they waited for their teacher's support and guidance rather than try to do their assignment autonomously (Aneteneh, 2014). Therefore, the main reasons which initiated the teacher to conduct this action research were to:

- indicate the means how to make students an active participant during the English language lesson.
- show how the teacher formulates strategies to make students active participants during the English language lesson.
- using good strategies in teaching learning process help students to participate actively in the lesson.
- initiate the students to participate in different activities to learn more from their mistakes.
- introduce that students get more chance to correct themselves when they participate.
- gather necessary information from the students which make them the passive participants.
- to get the immediate solution for the problem of less participation during an English lesson (Aneteneh, 2014).

A. *Exploring Potential Reasons for Low Classroom Engagement*

According to Qing-he (2016) the main reasons for students' unwillingness to participation in classroom learning are as follow:

1. Lacking Sense of Participation

First of all, the students show low level of enthusiasm in participating in classroom activities, and their attention is focused on recording and memorizing the transmitted knowledge. Second, the students do not have a clear learning objective, short of interest and devotion and are unwilling to conduct communication with teachers and classmates. Third, the students are used to passive learning and dependence, holding the concept that teachers are always correct and the contents are undoubtedly truths. Therefore, they would rather follow and not challenge (Qing-he, 2016).

2. Shortage of Adequate Confidence

Some potential causes of the silence in class include: students' shyness, afraid of offering wrong answers, unfamiliarity with the forms of group discussions, and little confidence in expressing their ideas. The underlying cause is the shortage of confidence, which is the extent to which a person is sure of his personal ability, importance, success and value and it is judgment of the personal value and maintenance of personal image and a subjective experience expressed to others through language and other public conducts (Wu, 1998 as cited in Qing-he, 2016).

3. The Influence of the Traditional Teaching Model

The traditional educational concept holds that, teaching is a process focused on the acquisition and conveying of indirect knowledge and learning is reading of textbooks. This concept lays emphasis on product instead of the process, on reasoning not emotion, on identity but not individuality. As a result, the teacher occupies the absolute right of speech and his questioning takes place of the students' thinking, without doubting, innovation, and activeness (Williams, 2000 as cited in Qing-he, 2016). Although students may have good command of book knowledge, they do not have the abilities in independent thinking, critical thinking, and innovative thinking and can hardly carry out independent work on completion of the studies. Most of the students have been used to "duck feeding" style of education and believe that, learning is to learn and memorize new knowledge and they are accustomed to answer the questions with pre-determined answers (Qing-he, 2016).

4. Influence of Teacher's Authority

Traditionally, teachers are regarded as the authority and the knowledge resource. The traditional belief is that, everything they teach is the absolute truth, which puts the students in a totally passive position in the process of learning, receiving the teaching, without any thinking of their own (Qing-he, 2016). The current examination system further makes the students believe that, as long as what they learn is identical with the teaching and contents of the textbooks, they will get high scores and, on contrary, if their answers are not in line with the standard answers, even if their views are innovative, it is in vain. Therefore, teachers are seen as the sole dominant in classroom and students are regarded as the guests of the teaching activities (Xia, 2003 as cited in Qing-he, 2016).

5. Influence of Teaching Method

The traditional classroom teaching places emphasis on receiving, memorizing, and mechanical training knowledge. Taking the form of teaching-learning puts the focus of the student's attention on listening, memorizing, reciting,

exercising, and repetition of knowledge. Thus, very few students acquire knowledge and attain development through activities and practice of their own. Students seldom have the opportunity to express themselves on their understanding. The traditional classroom teaching stresses the cognitive objective but ignores the potential abilities and innate activeness and development (Qing-he, 2016).

6. Lack of Teachers' Guidance

First, the classroom teaching is still restricted in the traditional model of transmission and receiving without making use of the innovative methods of elicitation, interaction, and case studies to guide and excite the interest and eagerness of the students for participating in questioning, answering, and discussion. Second, teachers are not giving adequate attention to and emphasis on encouraging the students in participating in classroom learning, with the teaching activities inadequately designed, contents dull, and time unguaranteed for questioning, reporting, discussion, and communication. Third, teachers are not actually implementing the principle of student-centeredness and the view of humanity orientation, not even allowing the students to doubt and discuss about what they say in class (Qing-he, 2016).

7. Misplacement of Teaching Relations

From the point of view of teaching, with the development of science and technology, teachers are eager to teach the achievements of their learning and studies to the students, but without realizing that students' receiving level is not adequate as understanding the new achievements. Teachers are engaged in studying and using various teaching methods and approaches and transferring the knowledge regulated by the teaching syllabuses and objectives to the students, but the students are not so much concerned. Students do not have command of learning methods, less prepared for receiving new knowledge. Away from the guidance of methods and readiness for autonomous learning, they cannot see the achievements of learning, and what makes it worse, is their eagerness for quick success and instant benefits result in boredom in learning. The separation between teaching and learning makes it hard to produce the effect of classroom teaching community pointing teaching and learning to two different directions (Qing-he, 2016).

B. Research Questions

Regarding these mentioned problems, the researchers want to find the solution for students' lack of engagement in the classroom. For this end, the researchers used PA practice in the classroom based on small group's collaboration. Regarding the purpose of this research, the following research questions were formulated:

RQ1: Does implementing peer-assessment promote students' participation in classroom practice?

RQ2: Does implementing peer-assessment practice have statistically significant effect on promoting students' English scores?

IV. RESEARCH METHODOLOGY

A. Participants

21 male high school students took part in this research. They were in Grade 10th and studied physics and mathematics course in 15th Khordad public high school in Sari, Mazandaran, Iran.

B. Instruments

To conduct this study, following three instruments were used:

1. Teacher-made English Test: this test was designed by the researchers based on Grade 10th public high school course book i.e. Vision 1 with 33 items in different parts included spelling, filling blank space, matching lines, multiple choices, grammar, and reading comprehension. This test was used as an instrument in this research which submitted to students to work collaboratively (small group) based on PA practice. This test score was allocated to all members of each group and used as criteria for students' scores development or decline, in data analyses part.

2. Students' Engagement Questionnaire: this questionnaire was designed by the researchers with 10 items in Likert scale (strongly disagree to strongly agree) in students' first language (Persian). This questionnaire was used for determining students' feelings and beliefs about research treatment.

3. Peer-Evaluation Observation Checklist: this observation checklist was developed by the researchers in order to determine students' peer-evaluation practice in the classroom. It composed of 6 levels included quality of work, problem solving skills, teamwork, initiative, communication, and time management in Likert scale (unsatisfactory to exceptional).

C. Action Procedure

The researchers found out in their classroom that, the level of students' engagement in classroom events (discussion, activities, tasks, and discourses) is not satisfactory and the classroom culture is not an active one. For solving this gap, the researchers wanted to investigate, whether implementing PA in the classroom had promoting effect on students' engagement or not? Also, the researchers sought to find out the effect of practicing PA in the classroom on students' English course scores' development.

For this end, the researchers implemented PA practice in his classroom in which 21 students were divided into seven groups each had three members based on their proficiency level from high proficient to low proficient. These groups' members supposed to practice PA on their exams in which the exam paper submitted to each group and students were

free to discuss and evaluate their answer to test's items. They checked their answers to items and selected the best answer to write on the paper and then they submitted their paper to the teacher. The teacher rated the paper and put the paper score for each member of individual group. For ensuring all the members' participation in PA practice, the teacher randomly asked some questions on their paper from some random members. The teacher administered three exams for three consecutive sessions.

In addition, after final session, the students were asked to answer students' engagement questionnaire in order to put their ideas about PA practice. During each session, the teacher observed all the students and filled the peer-evaluation observation checklist based on their interactions and participation. Also, the teacher compared students' mid-term scores with their average scores of these three tests to find out, whether implementing PA had statistically significant effect on promoting students' English course scores or not? The data analyses were done in SPSS software.

V. RESULTS AND DATA ANALYSIS

A. Analysis of the First Research Question

The first research question of this study was as follow:

RQ1: *Does implementing peer-assessment promote students' participation in classroom practice?*

Based on information and data gathered from students' engagement questionnaire and peer-evaluation observation checklist, it revealed that, PA practice promoted students' classroom engagement significantly. Large numbers of students considered PA practice as an effective and interesting job to do, based on their answer to the questionnaire. Also, they showed high level of self-confidence and self-reliance attitude too. More than 80% of them preferred to continue this practice on their rest of class sessions. In addition, more than 90% commented that they felt lower amounts of anxiety through their PA practice.

The results of peer-evaluation observation checklist showed that they developed cooperative relationships, recognized and accepted others' contributions, and offered appreciation and support on each other's works. Also, it revealed that they had clear willingness to take their works' responsibilities, express their ideas more freely both verbally and in writing, maintain regular contact with their peers, and schedule and manage their time more effectively to meet deadlines.

B. Analysis of the Second Research Question

The second research question of this study was as follow:

RQ2: *Does implementing peer-assessment practice have statistically significant effect on promoting students' English scores?*

For answering this research question first, the descriptive statistics for mid-term and PA average scores is presented in following table.

TABLE 1
THE DESCRIPTIVE STATISTICS FOR MID-TERM AND PA AVERAGE SCORES

	N	Range	Min	Max	Mean	SD	Variance
Mid-term	21	9	10	19	14.81	2.316	5.362
PA Average	21	5	15	20	18.05	1.465	2.148
Valid N (listwise)	21						

As can be seen Table 1, mid-term and PA average means are **14.81** and **18.05**, respectively. It showed that the means were increased after receiving PA practice. Next, the normality test (Shapiro-Wilk Test) of mid-term and PA average scores is presented in following table.

TABLE 2
SHAPIRO-WILK TEST OF NORMALITY FOR MID-TERM AND PA AVERAGE SCORES

	Shapiro-Wilk		
	Statistic	df	Sig.
Mid-term	.977	21	.871
PA Average	.929	21	.131

As can be seen in Table 2, the Sig values of mid-term and PA average scores are **0.871** and **0.131**, respectively and more than **0.05** ($0.871 > 0.05$ and $0.131 > 0.05$). Thus, for comparing two sets of score's means, parametric test (Paired Sample T-Test) was used. Next, the inferential statistics for mid-term and PA average scores is presented in table 3.

TABLE 3
THE INFERENTIAL STATISTICS FOR MID-TERM AND PA AVERAGE MEANS COMPARISON

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	SD	SEM	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Mid-term PA Average	-3.238	2.965	.647	-4.588	-1.889	-5.005	20	.000

As Table 3 shows, the obtained Sig value is **0.000** and less than **0.05** ($0.000 < 0.05$) thus it means that Sig value for mid-term and PA average means is statistically significant. So, the difference between mid-term and PA average means is statistically meaningful. Thus, for answering the research second question, it can be said that, the implementing of PA practice significantly promoted students' English course scores.

VI. DISCUSSION

The analyses of data showed that, exposing student to the PA significantly enhanced students' classroom engagement. One possible reason for this finding is maybe that, PA has an interactive nature in which peers are mutually engaged in the process of negotiation meaning, sharing knowledge, and transferring ideas. These mutual interactions between peers enable students to accept and feel themselves as valuable and worthy individuals in the learning process. This feeling promotes their self-worth, self-acceptance, self-confidence, and self-esteem respectively. This fact is clearly mentioned by Lynch, et al. (2012) who believed that, PA increases students learning by engaging them to reflect and judge their cohorts thinking skills. Thus, it can generate a sustainable progression and it promotes a deep commitment between learners. Also, this finding is in consistency with Nilson (2003) idea about PA which is asserted that, peer learning and assessment are quite effective in terms of developing students' critical thinking, communication, lifelong learning, and collaborative skills.

Other finding of this study was that, implementing of PA practice significantly promoted students' English course scores. The possible reason for this finding could be that, PA provides a friendly and stress-free atmosphere for students which is reduces their anxiety level respectively. With decline in their anxiety level, students can perform more effectively in their assigned tasks and classroom activities or on their exams. On the other hand, in PA practice, students are free to express and discuss their ideas and opinions. It can enhance their self-esteem and signify their self-image and helps them to show their complete capacity and potentiality on their exams. As Careless (2009) believed, PA aims on learning students from each other and they can master their learning objectives confidently. Black and Wiliam (1998) nicely commented on PA capability to engage and enhance students' judging role in the classroom which makes PA as a valuable assessment tool for learning because student learning promoted as they take the role of teacher and examiner for each other, and students find it easier to make sense of assessment criteria if they examine the work of other students alongside theirs (White, 2009). Thus, it makes them determined to go beyond their current level of performances towards more successful level of learning.

VII. CONCLUSION

This action research was conducted as a solution for the lack of engagement problem in Iranian EFL public high school context. There were some main reasons for this lack of participation including *lacking sense of participation, shortage of adequate confidence, the influence of the traditional teaching model, influence of teacher's authority, influence of teaching method, lack of teachers' guidance, and misplacement of teaching relations*. Regarding these mentioned problems, the researchers wanted to find the solution for students' lack of engagement in the classroom. For this end, the researchers used PA practice in the classroom based on small group's collaboration.

This study revealed that, implementing PA in the classroom significantly improved students' classroom engagement. Large numbers of students considered PA practice as an effective and interesting job to do, based on their answer to the questionnaire. They developed cooperative relationships, recognized and accepted others' contributions, and offered appreciation and support on each other's work. Also, this study showed that, implementing of PA practice significantly promoted students' English course scores.

The findings of this study can help language learners, language teachers, language program developers, and language curriculum planners to provide the better learning situations and programs for language learners. By considering the potential of PA practice in enhancing students' self-esteem and language achievements, language teachers can promote their teaching practice. Also, PA produces the collaborative atmosphere for language learners to construct more interactive and involving language classroom.

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Seyyed Hossein Sanaeifar has MA of TEFL. He is Ph.D. candidate of TEFL at Islamic Azad University, Qaemshahr, Iran. He has been teaching English language for about 7 years. He published some articles and presented some articles in national conferences in Iran. His areas of interest are reading comprehension, vocabulary and idiom learning, and language assessment and testing.

Seyyed Bagher Mirshojaee currently works at the Department of Foreign Languages and Linguistics, Shiraz University. He does research in Teaching Methods, Language Education and Educational Assessment.

A Commentary on English Translation of “Wen Fu”

Yingying Jin
China West Normal University, China

Abstract—Since the middle of the 20th century, “Wen Fu” has been translated into the Western world by many Chinese and foreign translators, which vastly promoted the spread and acceptance of ancient Chinese literary theory in the West and was of great significance to facilitate the exchange and cooperation between Chinese and foreign academic circles on the study of “Wen Fu”. By the comparison of Sam Hamill’s and Stephen Owen’s English versions of “Wen Fu”, this paper is designed to explore the translators’ translation purpose, analyze the differences in translation strategies, and expound the discrepancies in word selection so as to extend the existing studies of “Wen Fu”.

Index Terms—“Wen Fu”, English translation of classics, Sam Hamill, Stephen Owen

I. INTRODUCTION

“Wen Fu” was written by Lu Ji, a litterateur in the western Jin dynasty. It is the first monograph of traditional Chinese literary theory in the history to systematically discuss the essential characteristics of literature, especially the problems of literary creation. Qian Zhongshu once said in *The Pipe and Awl Collection*, “‘Wen Fu’ is not a style of writing but the composition itself” (Qian Zhongshu, 1979, p.1206). It was highly commented as a connecting link between the Cao Pi’s Classical Treatise: *On Literary Writing* and Liu Xie’s *Mind of Literature and Carving Dragons* (Zhang Shaokang, 2002, p.12).

Since 1948, there have been nine English versions of “Wen Fu”, these versions are as followed: “An English Version of the ‘Essay on Literature’ ” of Shih Hsiang Chen (1912-1971) compiled by Peking University in 1948; “A Poem on Writing” of Zhou Ruchang published by *Studia Serica*; “The Art of Letters. Lu Chi’s ‘Wen Fu’ A. D. 302. A Translation and Comparative Study” of Ernest Richard Hughes (1883-1956), a British sinologist, published by *Pantheon Books* in 1951; “Rhymeprose on Literature. The Wên-Fu of Lu Chi (A. D. 261-303) ” of Achilles Fang(1910-1995) published on *Harvard Journal of Asiatic Studies* in 1951; “A Descriptive Poem on Literature” of the Hong Kong scholar Sui kit Wong published on *Early Chinese Literary Criticism* in 1983; “Lu Chi: Wen Fu (‘The Art of Writing’) ” of American poet Sam Hamill published by the *The American Poetry Review* in 1986; “The Poetic Exposition on Literature” of Stephen Owen (1946-), an American sinologist, published on *Readings in Chinese Literary Thought* in 1992; “Rhapsody on Literature” of David R. Knechtges, an American sinologist, published on *Wen Xuan. Or Selections of Refined Literature* in 1996; “The Art of Writing: Teaching of Chinese Masters” of American poet Tony Barnstone (1961-) and Stanford University Ph.D. Chou Ping published in 1996.

The author will compare the Sam Hamill’s version (hereinafter referred to as the version H) published on the Library of Chinese Classics with Stephen Owen’s version (hereinafter referred to as the version O) published by the Harvard University press, and expound the rationality of the diversity of the translations of “Wen Fu” from the aspects of translation purposes, translation strategies and differences in word selection.

II. SAM HAMILL’S AND STEPHEN OWEN’S ENGLISH VERSIONS OF “WEN FU”

Sam Hamill is an American poet, translator and publisher. In 1986, he published “Lu Chi: Wen Fu (‘the art of writing’)” in the *American Poetry Review*, and in 1987, he published “Wen Fu: The Art of Writing” on *Breitenbush Books*, which is a postscript about Lu Ji’s life experience and his compositions. It was reprinted by Malijin Publishing Company in 1991 with an introduction. And “The Art of Writing: Teaching of Chinese Masters” was included in *Zhong Hua Wen Ku* (namely Chinese library) in 2012.

Sam Hamill claimed that he knew nothing about Chinese. During the translating, he only relied on a dictionary and some friends who had a little knowledge of Chinese. Therefore his translation is a kind of “recreation”. In presenting the poetic meaning contained in “Wen Fu”, it’s understandable why there are often misinterpretations, or even a trend of deviation of the original text, which may be related to his poor understanding of Chinese. Hence, if the readers in the English world want to understand the theoretical quality contained in “Wen Fu” more accurately, the translation of Han is not the first choice in that misreading and misinterpretation often occurs (Wang Guangjian, 2010, p.43). However, Sam Hamill’s version of “Wen Fu” is the first English translation that is not translated by a sinologist. Although there are some misinterpretations, the emergence of its “lyric poetry style translation” not only attracts western readers to get interested in Lu Ji and his works in the English world again, but also creates an kind of version with a distinctive styles,

which provides references and is of significance and value for further studies of traditional Chinese literary theory. (Wang Guangjian, 2010, p.13)

Stephen Owen is an American sinologist and professor of Chinese literature in the Department of East Asian language and civilization, Harvard University. In 1992, he published *Readings in Chinese Literary Thought* in Harvard University Press. As a textbook for the authoritative course of Harvard University, *Readings in Chinese Literary Thought* is one of the readings for graduate students of Arts in American universities to get familiar with Chinese literary theory. It is also the most authoritative anthology of translation about Chinese literary theory in the West so far (Wang Guangjian, 2010, p.13). The chapter four: *Readings in Chinese Literary Thought*, that is, the English translation of “Wen Fu”, is attached with a lot of detailed interpretations of the translator. In 1996, he published “An Anthology of Chinese Literature: Beginnings to 1911” in W. W. Norton, including the English translation of “Wen Fu”. The selected works of Norton press are generally classic collections of world culture, but most of them are western classics. Stephen Owen has made ancient Chinese literature reach the position of juxtaposition with western classics for the first time (Wang Guangjian, 2010, p.14).

As a comparative, Owen’s version is the most eye-catching version of “Wen Fu” from Chinese to English in the 1990s. It provides the Western readers with a detailed explanation on the ancient Chinese literary theory in the context of western thoughts and greatly promotes the dissemination and acceptance of “Wen Fu” as a classical literary theory among western people.

III. COMPARATIVE STUDY ON THE TRANSLATIONS OF “WEN FU”

A. Translation of the Title

Grammatically, the title of traditional Chinese works usually takes the form of “Verb + object” (for example, “paper”), or “noun + noun”. The first noun describes the subject while the second noun describes the nature of the book, and “Wen Fu” is a good ace in point (Liu Ruoyu, 1987, p.216). “Wen”(文) is a noun, indicating a subject or an object, “Fu”(赋) is also a noun, indicating a genre. However, such kind of naming with a form of “noun + noun” is difficult to translate into English, so it is necessary to distinguish meanings word by word.

“Wen”(文) is not equivalent to “literature”, but should be interpreted into a kind of “written things” in a broad sense (Zhou Ruchang, 1950, p.67-68). “Fu”(赋) is a kind of ancient Chinese style, which has the characteristics of poetry and prose. Although “Fu”(赋) is often regarded as a poetic style, we’d better not regard “Fu”(赋) as a form of verse, but as a literary genre. Generally speaking, we can define it as follows: “describing a specific theme with verse or prose, usually a lengthy and carved description or explanation” (Liu Ruoyu, 1991, p.42).

Sam Hamill paraphrased “the art of writing”. First of all, the connotation of “Wen”(文) is interpreted accurately, and the naming of each chapter is based on the writing process. “Wring” is the main body of the article discussion, and how to write is the core of the discussion in the article. According to the title and content of each chapter, the translator highly summarizes the theme of the article, creatively determines the theme, and clarifies the main idea. Secondly, the meaning of “art” is “the use of the imagination to express ideas or feelings; an ability or a skill that you can develop with training and practice”. The way of “article + abstract noun + of + gerund” is adopted in the translation, which is basically in line with the form of “noun + noun”, but unfortunately, the writing style of “Fu”(赋) is not fully translated.

By contrast, Stephen Owen’s literal translation is “a position explanation on literature”. In the dictionary of *Literature and Subject Terms*, “exposition” is defined as “explaining a subject directly in the form of prose”, which is similar to the “Fu”(赋). The core word “exposition” refers to explaining or making clear by giving details, which conforms to the preference of “Fu”(赋)-making use of flowery words to build momentum, and the description of scenery objects pays attention to details. In addition, the word “exposition” also means the first part of a composition in sonata that introduces the themes. In music theory, it means the presentation part of fugue, which has the meaning of “making the initial statement for the theme” through the question and answer mode. This coincides with the early form of “Fu”(赋) which would set questions and offer answer at the beginning, such as the five odes of Xunzi’s “rite”, “wisdom”, “cloud”, “silkworm” and “liu”, and the four odes of Song Yu’s “wind”, “gao tang”, “goddess” and “deng tuzi lusts” (Cheng Huijuan, 2008). Xunqing’s and Song Yu’s “Fu” exactly adopt this way to unfold content and materials (Cao Minggang, 1998, p.11). As a form of music, exposition also implies the beauty of rhyme of “Fu”(赋). With “poetic” as the attribute, the essay points out that “Fu”(赋), like poetry, pays attention to the rhythm, so that readers can grasp the characteristics of “Fu”(赋) in the sight of the translated name. Although the translation also retains the form of “noun + noun”, it is not very appropriate to translate “Wen”(文) into “literal”, which does not accord with the interpretation of “Wen”(文) here and deviates from the theme of the article.

To sum up, in terms of the title translation, the two translators have their own advantages. In form, they all conform to the original naming method of “noun + noun”. As for content of the title, Sam Hamill’s grasp of “Wen”(文) is in line with the theme, while Stephen Owen’s explanation of “Fu”(赋) is correct and in place. Therefore, the author believes that the title may be translated into “A Poetic Exposition on Writing”, which not only highlights the theme but also clarifies the stylistic features of “Fu”(赋).

B. Translation of Terms

There are many ancient Chinese literary terms in “Wen Fu”, such as “物 (things)”. Here are two translators' translations of “物”:

e.g.1:恒患意不称物

the version H:We worry whether our ideas may fall short of their subjects

the version O:I constantly fear failure in my conception's 意 not being equal to the things of the world 物

e.g.2:瞻万物而思纷

the version H:Seeing the inner-connectedness of things

the version O:Peers on all the things of the world

e.g.3:物昭晰而互进

the version H:Only then may the inner voice grow clear as objects become numinous

the version O:Things 物 become luminous and draw one another forward

e.g.4:挫万物于笔端

the version H:all things emerge from within the writing brush

the version O:Crushes all things beneath the brush's tip

e.g.5:物无一量

the version H:and there is no one right way to measure

the version O:the things of the world have no single measure

e.g.6:赋体物而浏亮

the version H:Rhymed prose [“Fu”] presents its objects clearly

the version O: poetic exposition gives the normative forms of things and is clear and bright

e.g.7:其为物也多姿

the version H:Each new composition assumes a special air

the version O:As things, there are many postures

e.g.8:虽兹物之在我

the version H:The truth of the thing lies inside us

the version O:although this thing is in the self

The terms of Chinese literary theory are often not precisely defined. According to the WORD AND EXPRESSION, “物” refers to “everything in the world”, and the “物” in “Wen Fu” have always been interpreted as objects in *Selected Works of Chinese Dynasties*. The dictionary of Chinese poetics points out that “thing” can refer to both objective things and the image of things reflected in the brain by objective things (Chen Zhou, 2015, p.21). In addition, he added Chinese characters in example 1 and 3 to strengthen the concept of terms and strengthen the connection between terms and the word symbol by maintaining the consistency of terms. But this treatment does not effectively distinguish between the two meanings of “thing”.

The same term has different meanings in different periods. If only one translation is given to it, it will lead to deviation or even misunderstanding of readers (Chen Zhou, 2015:5). As for the ambiguous terms, Liu Ruoyu put forward: “a critical term...When there are several related and overlapping concepts, it is no longer natural to pursue consistent translation of the same term in all articles”(Liu Ruoyu, 2006, p.17). Hamill successively interpreted “物” as “subjects” (1 time), “thing” (2 times), “objects” (2 times), “the one” (1 time), “composition” (1 time) and “the thing” (1 time), which clearly expressed the connotation differences of “物”. However, the version H fails to meet the requirements of English translation of terms in literary theory and classical books, that is, the translation should be objective, complete and rigorous, in line with the requirements of the overall theoretical spirit and conceptual system of Chinese literary theory (Wang Xiaonong, 2014). The lack of consistency in translation undermines the systematic construction of terms.

To sum up, in translating terms, the translator should first trace back to the traditional comments and annotations, and make a reductive interpretation according to the context to avoid ambiguity. Secondly, the translator should also consider the position of terms, use western logical thinking for creative interpretation, and strive to maintain the coherence and purity of translation.

C. Translation Objectives and Strategies

The difference of translator's identity would exert an influence on the translation purpose and the translation strategy. Hamill is a poet. Poets often pay attention to the similar poetic functions of the original text and the representation of theoretical propositions, emphasize the poetic nature of the translated text with a small number of annotations, so they often adopt the translation strategy of domestication. Sam Hamill (Hamill, 2012, p.33) mentioned that translation is not to provide practical reference of word-to-word translation for peers, but focuses on the main paragraphs with the image of a lyric paraphrase to restore the main ideas and convey the poetry through quoting western poetry format, paraphrasing, addendum, abbreviation, provincial translation and structural adjustment.

However, borrowing the form of western lyric poetry will change the sentence pairs of the original text into a clause.

For example:

e.g.9: 游文章之林府，嘉丽藻之彬彬。

the version H: explore the treasures of the classics/where form and content are born.

In addition, there are 127 antithetical sentences in the text of “Wen Fu”, which are translated into 178 sections in English, and some Chinese antithetical sentences are translated into two sections (Wang Xiaonong, 2014, p.48). For example:

e.g.10: 至于操斧伐柯，虽取则不远，若夫随手之变，良难以辞逮。

the version H: When cutting an axe handle with an axe surely the model is at hand.

Each writer finds a new entrance into the mystery, and it is difficult to explain.

The version H is similar to English free verse without any annotation. For example 9, although the translator uses cross line reminders, they do not well reflect the features of “Fu”, which is a style of parallel, even and symmetrical, and rich in words and sentences (Wang Guangjian, 2010, p.43). In addition, ancient Chinese preferred words and sentences to be concise and implicit, which greatly reduced the interpretation space of English translation. For example, in example 10, the word “hacking” is taken from the *Book of Songs, Winds and Hake*. The metaphor can be taken from the nearest place. “随手之变(Change at will)” originates from the story of “round flat praying for round” in *Zhuangzi Tiandao*, which is a metaphor that experiences and methods can only be understood and cannot be expressed. The translator uses general language to translate, making the translation transparent and more comply with the expression habits of English, but it is a little general and superficial, and it is difficult to reflect the intertextuality of the original text, allusions and metaphors without annotation.

Stephen Owen is a sinologist. The purpose of sinologist’s translation is to introduce Chinese literary theory, present theoretical endoplasm, and express theoretical endoplasm with Chinese language structure and skills. Therefore, the translation strategy of foreignization is often preferred. When English cannot be fully conveyed, translation notes or explanations are often added. “This work is addressed primarily to two audiences: first, to scholar of western literature who wish to understand something of a tradition of western of non-western literary thought, and second, to students beginning the study of traditional Chinese literature” (Owen, 1992). The purpose of Stephen Owen’s translation is to introduce Chinese traditional critical literature to western sinologists. Owen adopts a translation paragraph by paragraph with comments and the author’s evaluation, paying attention to the structure, layout, antithesis and part of speech, and its translation notes are in sharp contrast with those in ancient China (Li, 2015, p.83). For example:

e.g.11: 詠世德之骏烈，诵先人之清芬。

the version O: He sings of the blazing splendor of moral power inherited by this age, chants of the pure fragrance (or “reputation”) of predecessors

“芬” is actually a metaphor about reputation. The translator takes the fully use of his imagination, identifies the specific meaning according to the context, then translates the word by free translation with an additional annotation. Such kind of translation is a foreignizing translation of a high degree. Besides, the translation omits western logic words, and makes use of the opaque translation to retain the sentence patterns of ancient Chinese. Although some collocations (such as “sing of” and “Spendor”, as well as “chant of” and “fragrance” in example 11) do not conform to the English convention, but the translator can better restore the “tail heavy” principle of Chinese expression(Chinese expressions usually put the center of a sentence at the end of a sentence), and tries to present the Chinese thinking logic mode by maintaining the language structure, so that the readers can better feel the rhetoric method and expression tension of Chinese Literary Theory, so as to realize the subtle differences between Chinese literary theory poetics and Western literary theory poetics.

IV. CONCLUSION

Since the middle of the 20th century, “Wen Fu” has been translated into the western world by many translators, which has greatly promoted the spread and acceptance of ancient Chinese literary theory in the west, and is of great significance for promoting the exchange and cooperation of ancient oriental literary theory in western academic circles. The paper finds that there are nine English versions of “Wen Fu” so far, among which Sam Hamill’s version and Stephen Owen’s version are selected for comparative study.

As a classic of literary theory, “Wen Fu” has profound thought and high literary value. Through a comparative study between Sam Hamill’s version and Stephen Owen’s version of “Wen Fu”, this paper aims to explore the translation purpose of the translator, analyze the differences in translation strategies, and explain the reasons for the differences in word selection so as to provide some supplements and new ideas of translation in terms of words and sentences for the existing studies of “Wen Fu”.

In Sam Hamill’s translation, the translator adopts the domestication translation, quotes the western poetry style, and conforms to the expression of the target language. In the Stephen Owen’s translation, the Chinese literary theory is well introduced. Moreover, the foreignization is dominated in his translation. Moreover, the meanings of some words are distinguished in a more accurate way while the terminology is processed in a more systematic way, which is conducive to reflect the intertextuality of the original text. The reasons for these differences are mainly related to the translator’s identity and the translator’s translation purpose.

All in all, the two versions are successful practices of translation, both of which provide valuable experience and references for the re-translation and studies in the near future for translation researchers and sinology scholars.

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Yingying Jin was born in Zhejiang, China in 195. She received her undergraduate degree from the Hangzhou school of business, Zhejiang Gongshang University.

She is currently a postgraduate student in literature and translation in China West Normal University. Her research interests include Chinese and western literature.

Ms. Jin published an article named "Research on Language Characteristics of Business English Letter Writing" in *Studies in Literature and Language*.

A Study on the Application of *Pigai.org* Software in Teaching University-level English Writing — Taking a Freshman Class in Chongqing as an Example

Lei Guo

School of Foreign Languages and Literatures, Chongqing Normal University, Chongqing, China

Abstract—Writing correction and feedback are important links in teaching English writing. Both play a vital role in improving students' English writing ability. *Pigai.org* is an online service that provides correction for teachers of the English language, as well as students. He (2013) believes that traditional teaching methods of English writing have various drawbacks, such as delayed teaching feedback and requiring a heavier workload for teachers. Applying *Pigai.org* to the teaching of university English writing can not only improve the efficiency of teachers by reducing their workload, but is also able to enhance students' English writing ability and self-writing awareness. Based on the analysis of teaching methodology and the current situation of traditional teaching of university-level English writing, this article uses the writing sample of students as research material, questionnaires and interviews as research methods, so as to explore whether *Pigai.org* can be used in the teaching of university-level English writing and play a role in improving the effectiveness of university-level English writing.

Index Terms—*Pigai.org*, writing ability, self-writing awareness

I. INTRODUCTION

Among the five basic abilities of university English, the cultivation of a student's writing ability has always been the greatest focus and the greatest difficulty (Quan, 2012). John (2014) says that since the late 1970s, English education began to flourish in China, and English started to be regarded as a useful means for the modernization and development of China. After more than 40 years of development, English has become a foreign language that Chinese students must master. Learning English is a regular aspect of each student's learning experience throughout their childhood education. English has been a compulsory course for students in the last 30 years. As opposed to in the past, English teaching no longer solely focuses on students' words and grammar, but also the comprehensive development of listening, speaking, reading and writing skills (Yang, 2015). Writing plays an important role in the high school entrance examination, college entrance examination and postgraduate entrance examination. Since the implementation of the National University English Teaching Reform in 2004, the use of multimedia and technology for English teaching has gradually become popular (Wang, 2015). The advent of the information era has changed the original teaching model that was originally largely dependent on the teaching of teachers. It has also enabled students to learn English through more means. English writing ability is a manifestation of the ability to use English comprehensively. However, there are many problems concerning teaching English writing in Chinese universities. For example, there are few English class hours, too many students in one class and no professional writing textbook. Therefore, current Chinese university students generally have a low English writing level. The average student is not interested in learning English writing, and also suffers from a lack of personalization in learning methodology. In a typical English writing class using traditional methodology, teachers teach, and students memorize and complete practice exercises and activities. It is difficult for students to increase their interest in learning English writing. In addition, after students have completed their writing assignment, teachers need a lot of time to properly and thoroughly make corrections. As a result, students cannot get timely writing feedback, and, thus, make the students lose interest in English writing. The Ministry of Education promulgated the standard requirements for university English courses in 2007. It clearly states that teachers should make full use of opportunities provided by multimedia and technology, support modern technology, and adopt English teaching models based on computers and classrooms, in order to improve the current single-mode methodology of teaching in teaching university-level English (Chen, 2014). In recent years, many domestic scholars have discussed the use of computers and network technology in teaching English writing. With the emergence of the *Pigai.org*, the teaching of university-level English saw the ushering in of an opportunity for change. *Pigai.org* achieved the combination of modern information technology and traditional teaching. It also solved many problems that were unavoidable in the traditional teaching method of English writing. It can grade students' writing in a brief amount of time and make comments, which effectively improves the efficiency of teachers in correcting their students' writings. At

the same time, through timely feedback and sentence-by-sentence commenting, students can quickly understand their own problems, thereby improving students' English writing ability and, to some extent, stimulating students' enthusiasm for learning English. Based on this hypothesis, I took an English teaching class for freshman in Chongqing as an experimental subject to study whether the teaching of English writing based on *Pigai.org* can improve students' English writing ability and interest in learning English.

II. THE CURRENT SITUATION OF THE TEACHING OF UNIVERSITY-LEVEL ENGLISH WRITING

Currently, universities in China generally have English courses unsuitable for students. At most universities, there are two classes per week. This is far from the needed amount of class-time for learning English. Most universities in China require students to pass CET4 (College English Test Band 4), in order to obtain their bachelor's degree, most students only care about the scores of the test. At the same time, due to time constraints, many universities do not offer English writing classes, thus, students can only study English writing in addition to listening and speaking classes. In addition, Shi (2012) argues that in most universities in China, there are usually more than 50 students in an English class. The time that a teacher could give to each individual student is less than one minute on average. The teacher's teaching methods are also relatively simple. They tell students the writing strategy in the class, and then let students practice. Then, the teacher collects the students' writing in order to make manual corrections, which costs the teacher a lot of time. Due to the influence of energy distribution, the score of the writing of the same level may be uneven (Ding,2009). Moreover, there is a time gap between the completion of the writing and the feedback from the teacher. Students are likely to have forgotten the writing they wrote during that time, which is not conducive to the students' ability to modify the writing in time and strengthen their memory. In addition, there are also cases where teachers are not serious about correcting their writings. The biggest current problem in teaching English writing is that both teachers and students put a lot of energy into it, but the results are not improving. Therefore, it is necessary to study the teaching of English writing in university in-depth, as well as to adopt new teaching methods.

III. INTRODUCTION AND ADVANTAGES OF *PIGAI.ORG*

With the deepening of the reform of the university English teaching mode, multimedia technology and network teaching platforms have been welcomed by more and more teachers and students (Yang, 2011) . The network teaching platforms change the traditional teaching mode. They can better stimulate the learner's enthusiasm for learning. Outside of the classroom, students can learn English in any place at any time with the help of an internet network, so that the learning efficiency of students can be improved. *Pigai.org* is an online system that automatically corrects English writings with a computer. It is a new type of online writing service system that provides teachers and students with online writing correction services in the form of SAAS (Software as a Service). It provides students with a new type of writing mode, promptly conducts students' writing feedback to stimulate students' enthusiasm for writing and helps teachers better understand students' writing situation. The operational principle of *Pigai.org* is to compare the distance between the student's writing and the standard corpus, and map it into components and comments through a certain algorithm. Finally, teachers can view the student's score and write comments to students. The emergence of *Pigai.org* has effectively reduced the workload of English teachers in universities, and it has also allowed students to view their scores and writing errors in time, so that students can modify their writing in time and strengthen their memory. The combination of machine correction and teacher correction can provide rapid and accurate feedback to students' English writing.

The advantages of *Pigai.org* are as follows:

(1) Easy to use

The operation of *Pigai.org* is extremely simple. Teachers only need to log in at *Pigai.org*, arrange the writing and specify the requirements, and the writing number will be automatically generated. Students only need to search for the writing number to complete the writing online.



Figure 1 the interface of writing assignment



Figure 2 the interface of sequence of writing

(2) Timely feedback

Students will receive systematic feedback soon after submitting their writing, which includes their total points, vocabulary, sentences, structure, and chapter content.

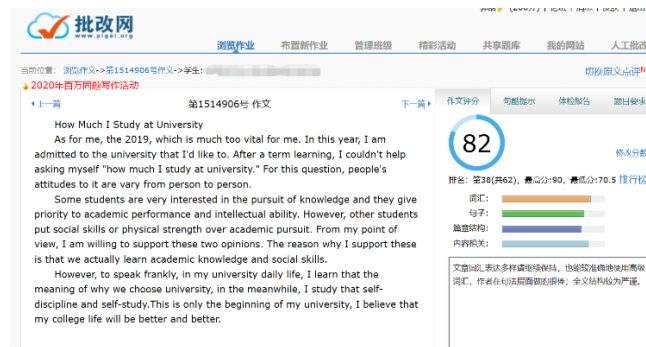


Figure 3 the interface of scoring and commenting

(3) Reviewing by sentence

In addition to feedback to the student's total score and words, sentences and other grades, *Pigai.org* also provides a function of sentence by sentence commentary, so that students can know their writing problems. It also provides students with synonyms, recommended expressions, etc.



Figure 4. the interface of commenting sentence by sentence

(4) Plagiarism detection

After students submit the writing, *Pigai.org* will judge the similarity of the article and other articles in the corpus according to its own prediction database. When there is too much similarity, *Pigai.org* will remind the teacher and provide the teacher with the percentage of similarity. Teachers can also view the similar parts of the two articles and the sources of the plagiarized articles.

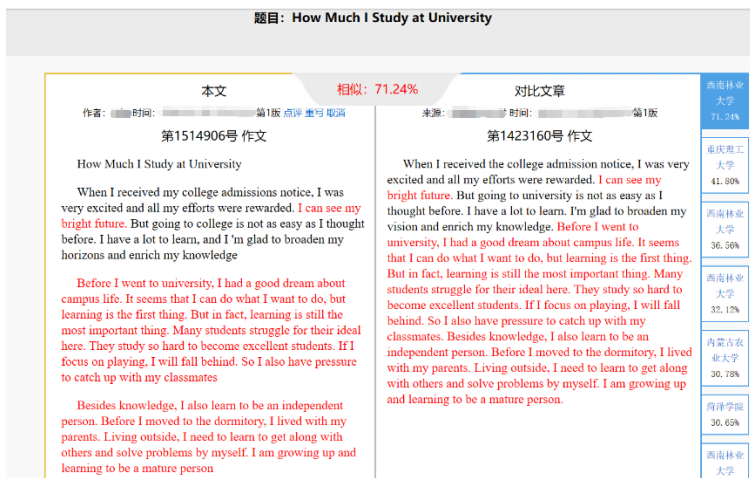


Figure 5 the interface of similarity detection

(5) Providing error statistics

After a student submits their writing, the system will automatically generate the error statistics of the student's writing, including errors in spelling, parts of speech and collocation. The system can also provide complete writing statistics for the whole class.

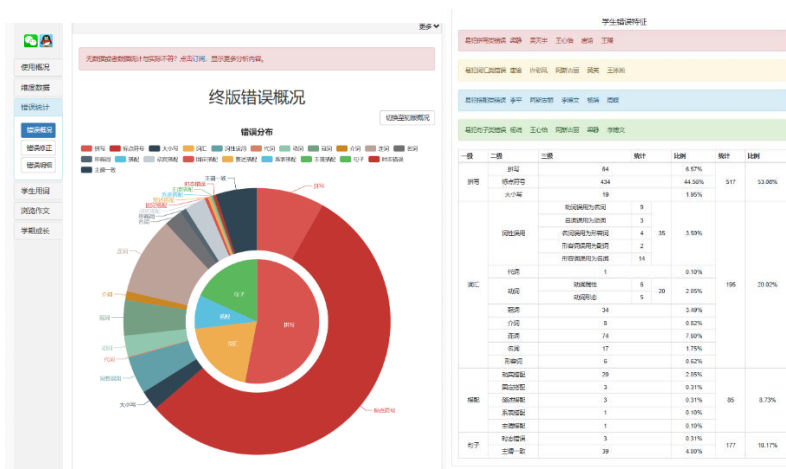


Figure 6 & 7 the interface of error statistics

IV. THE APPLICATION OF *PIGAI.ORG* IN TEACHING UNIVERSITY-LEVEL ENGLISH WRITING

With the continuous development of science and technology, more new technologies have been applied to university-level English teaching, such as *Pigai.org*, FIF Speaking Training APP, etc. These kinds of software have many inherent advantages, such as the huge database support behind them, and no restrictions regarding time and geography. At present, many universities in China are using *Pigai.org* as an automatic evaluation system for students' writing. Their functions include automatic recognition and error evaluation of common errors such as words and grammar in students' writings, marking the incorrect expressions in the text and giving writing scores and suggestions for modification. It also provides students with extended training of specific knowledge points. To a certain extent, it can promote university-level English teaching and facilitate students' independent learning. However, *Pigai.org* also has many shortcomings. For example, *Pigai.org* can only evaluate students' writing and provide suggestions for modification in terms of vocabulary and grammar. However, the evaluation of the structure and logic of the writing is rarely involved in whether the semantics of the writing are relevant. Based on this, I launched my experimental research.

A. Research Problem

The main questions in this research are: (1) How well do students accept the use of *Pigai.org* for English writing? (2) Can *Pigai.org* effectively improve students' writing skills for university-level English writing? (3) Can *Pigai.org* effectively stimulate students' interests in learning English writing?

B. Research Object

All foreign language classes in my university are required to use *Pigai.org* to write. The research object of this study is a freshmen class in a university in Chongqing. The class has a total of 62 students from four different administrative classes. Taking the students in this class as the research object, it mainly compares the scores of the students before and after using *Pigai.org* and the students' attitudes towards using *Pigai.org* to teach English writing. After investigation, before this experiment, only 2 students in this class used *Pigai.org*, and the remaining 60 students did not use *Pigai.org*. Before the experiment, the students were asked to complete a writing task on *Pigai.org*. And they were required not to make any correction after submitting. This is used as an original score for students to prove the effectiveness of the experiment.

C. Research Tools

In response to my research questions, this study mainly used sample analysis, questionnaire surveys, and interviews, in order to collect and organize data.

There is no specific English writing course for experimental class. The only task related to writing is writing after the end of each precision unit. Before the end of each unit, students have 45 minutes to learn English writing, and then completed the writing assignments arranged on *Pigai.org* within a week. During this period, the students could receive the corrections that were made at *Pigai.org*. After receiving the feedback, they could repeatedly correct what they wrote to obtain a higher score. From September 27, 2019 to January 1, 2020, students have completed a total of four essays. The average score of the writing task class assigned before the start of the experiment was 74.5 points.

D. Research Process

From September 27, 2019 to January 1, 2020, students were required to complete a total of four writing assignments. The average score for the writing task class assigned before the experiment began was 74.5. From October 16, 2019 to October 23, 2019, the students were required to complete their first writing task: My View on Academic Success. According to data from *Pigai.org*, the average score of the writing was 79.3 points. The number of students scoring over 80 was 32. The number of students with total instances of correction over 10 was 22. The number of students with instances of corrections over 5 was 43. The number of students with instances of corrections over 3 was 58.

From November 4, 2019 to November 11, 2019, students were required to complete the second writing task: My View on Diversity. According to data from *Pigai.org*, the average score of the writing was 81.4 points. Average scores rose 2.1 points over the first writing. The number of students scoring over 80 was 48, with 16 more students than last time. The number of students with correction times over 10 was 9. The number of students with correction times over 5 was 33. The number of students with correction times over 3 was 45. The number of students with correction times was lower than last time.

From December 2, 2019 to December 9, 2019, students were required to complete the third writing task: My View on Compromise. According to data from *Pigai.org*, the average score of the writing was 82.6 points. Average scores rose 1.2 points over the second writing task and 3.3 over the first writing task. The number of students scoring over 80 was 49, with 1 more student than last time. The number of students with correction times over 10 was 7. The number of students with correction times over 5 was 27. The number of students with correction times over 3 was 45. The number of students with correction times was lower than the previous time.

From December 23, 2019 to December 30, 2019, students were required to complete the fourth writing task: How Much I Study at University. According to data from *Pigai.org*, the average score of the writing was 83.4 points. Average scores increased by 0.8 points over the third writing task, 2 points over the second writing task and 4.1 points over the first writing task. The number of students scoring over 80 was 52, with 3 more students than last time. The number of students with correction times over 10 was 5. The number of students with correction times over 5 was 20. The number of students with correction times over 3 was 40. The number of students with correction times was lower than the third task. The number of modifications is on a downward trend from the four writing tasks.

TABLE 1
TABLE OF WRITING FEEDBACK

Time	Writing topic	Average score	The number of students scoring over 80	The number of students with correction times over 10	The number of students with correction times over 5	The number of students with correction times over 3	Figures of rise in average scores
2019.10.16-2019.10.23	My View on Academic Successful	79.3	32	22	43	58	4.8
2019.11.4-2019.11.11	My View on Diversity	81.4	48	9	32	45	2.1
2019.12.2-2019.12.9	My View on Compromise	82.6	49	7	27	45	1.2
2019.12.23-2019.12.30	How Much I Study at University	83.4	52	5	20	40	0.8



Figure 8-11 Screenshots of average writing score

In addition to using the automatic scoring system of *Pigai.org*, I also checked and analyzed the four essays of some of the students, and I found that their vocabulary and grammatical errors were reduced to a certain extent. There was a certain degree of improvement. At the same time, after the completion of the third writing training, I randomly selected 10 students for a simple interview, mainly to ask the students' acceptance of the use of *Pigai.org* for teaching, whether they themselves think that their writing level is improved by using *Pigai.org* and whether *Pigai.org* can effectively stimulate students' interest in learning English writing.

After completing all the essay training for the semester, I conducted a brief questionnaire survey on 62 subjects in the class, using a semi-open form and the Likert scale. After the modification, the corresponding reliability and validity analysis was carried out. The topic revolved around the students' views on the use of *Pigai.org* for teaching writing, whether they, themselves, think that their writing level has been improved after using *Pigai.org*, and whether *Pigai.org* can stimulate their own writing interests.

V. CONCLUSIONS AND DEFICIENCIES

During the interviews, 8 out of 10 students were supportive of using *Pigai.org* for writing. Among them, 7 students made it clear that after using *Pigai.org*, their English writing level had improved, and 6 students said that using *Pigai.org* increased their interest in learning how to write effectively using English. The results of the questionnaire survey are similar to the results of the interview. Among all the valid questionnaires, 76% of the students chose "I think *Pigai.org* has a positive effect on my English writing study", and about 72% of the students chose "I think the quality of my English learning has improved after using *Pigai.org*", and about 63% of the students chose "I think *Pigai.org* has increased my interest in learning English writing." In addition, I also designed the correction content that the students wanted in the questionnaire, and I found that 45% of the students chose to modify the grammatical errors. Through 3 months of thematic writing training, it is not difficult to find that before teachers guide students to use the *Pigai.org* for writing, the average score for students' writing on *Pigai.org* was below 75 points. Through the writing exercises on *Pigai.org*, the students' writing scores began to increase. Although the subsequent score growth slowed down, they still showed an increasing trend. The number of people with a score of 80 or more gradually increased. This shows that students' vocabulary and grammatical errors gradually decreased, and their English writing level gradually improved. At

the same time, when the student's score rose, the number of students with instances of correction gradually decreased. Students got higher writing scores with fewer corrections, which also prove that the students' English writing level had improved after the intervention of *Pigai.org*. The improvement of students' English writing ability is not only reflected in the scores of *Pigai.org* and the number of revisions. From the interview after the third essay training and the questionnaire survey after the last essay training, most of the students thought that the use of *Pigai.org* had had a positive effect on their English writing, and most students also expressed the use of *Pigai.org* had improved their English writing skills and interest in learning English writing. In summary, through research and investigation, it is found that the use of *Pigai.org* can effectively improve students' writing skills in university-level English writing teaching. *Pigai.org* can effectively stimulate students' interest in learning English writing. Of course, there are still many shortcomings in this study. First, because the experiment lacks a control group, the role of *Pigai.org* in students' English writing can only be judged by the students' scores before and after using *Pigai.org*, interviews and questionnaires, which may lead to a certain deviation from the actual results. At the same time, in this experiment, I use the average score of the students, and does not specifically analyze and elaborate the learning situation of each student. This may also lead to a certain deviation between the conclusions of the experiment and the real results. In the process of using *Pigai.org* and the students' questionnaires, although the correction network has many advantages, it also has many shortcomings. Among them, 71% of the students said that although *Pigai.org* provided grammar and vocabulary feedback, there was less feedback on the content and logical connection. 21% of the students said that the revision opinions given by *Pigai.org* are relatively general and almost the same. For example, even if they knew the mistakes, they did not know how to modify them. In addition, the scores of the review are mechanized, it makes the scores not objective enough. Many students' revised scores are even lower than before. This is a problem with *Pigai.org*.

VI. SOME SUGGESTIONS FOR *PIGAI.ORG* AND TEACHERS

In response to the above problems, I propose the following suggestions for *Pigai.org*: First, *Pigai.org* must update the corpus over time and introduce more foreign articles to meet the needs of teachers and students at different levels. Second, *Pigai.org* must constantly improve its own system. Reviewing articles is not only able to pay attention to the use of students' word grammar, but also to consider whether the article's semantics are relevant, and whether the structure and logic of the article are clear. Third, *Pigai.org* can also create more practical functions, such as instant interaction between teachers and students. After the manual correction by a teacher, students will receive the feedback of the teacher from *Pigai.org* immediately. After receiving the feedback of the teacher, students can use the instant interaction function to discuss their problems in writing with teachers, so as to achieve the goal of improving students' writing ability. Fourth, *Pigai.org* can provide students with some model writing after they submit their writing based on its database, in order to make students find their own shortcomings in time and improve their writing ability.

As for teachers, because machines can't replace the wisdom of the human brain, they cannot completely rely on the correction using *Pigai.org* to teach English writing. In order to reduce the negative impact of inappropriate comments of *Pigai.org*, the machine correction of *Pigai.org* also needs to combine with manual review and peer review. In addition, teachers should find the most effective way when using manual correction, correction and machine correction. Only in this way can the students' English writing level be really improved.

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Lei Guo was born in Sichuan, China in 1995. Now, he is a postgraduate student in Chongqing Normal University, China. His research interests include foreign language teaching and cognitive linguistics.

Perceptions of EFL Learners in the Implementation of Blended Learning Post-natural Disaster at a University in Indonesia

Grace N. Manurung

Department of English Education, Postgraduate Program, Tadulako University, Palu, Indonesia

Konder Manurung

Department of English Education, Faculty of Teacher Training and Education, Tadulako University, Palu, Indonesia

Sudarkam R. Mertosono

Department of English Education, Faculty of Teacher Training and Education, Tadulako University, Palu, Indonesia

Abdul Kamaruddin

Department of English Education, Faculty of Teacher Training and Education, Tadulako University, Palu, Indonesia

Abstract—This study aims to investigate the perceptions and obstacles faced by EFL learners in the implementation of blended learning in an abnormal learning system. A group of undergraduate EFL learners, consisting of 48, who has completed a Grammar Class, participated in the study. The 48 learners formed three different learner category levels; High, Moderate, and Low. The learners of the three different category levels filled in a semi-structured open-ended questionnaire and responded semi-structured interviews. The low category learners perceive that learning grammar through blended learning is meaningful but need more experiences in the utilization of online learning mode, and in-availability of the supporting tools; The moderate category learners perceive blended learning to provide them more study times and make them get used to the internet or online-based learning; and the high category learners perceive the implementation of blended learning as helpful, easier, flexible, and fun. Although the learners of the three different categories level face the same problems on the implementation of blended learning, namely poor internet connectivity at home and campus, unclear online instruction, and delay to respond questions on the online learning mode, the learners of the low category level, on the other hand, experience problems applying online learning mode. We discuss the practical implications of the research results for the successful implementation of blended learning in the future, especially for low proficiency learners and in situations of abnormal learning systems.

Index Terms—perceptions, blended learning, teaching grammar, post-natural disaster, abnormal learning systems

I. INTRODUCTION

The implementation of Blended Learning provides learners with comfort on the use of online learning and the conventional learning method (Dziuban et al., 2004). The facilitation of conducting a combination of face to face and online learning in the blended learning leads the teaching and learning process into a more flexible and interactive ways due to the involvement of Information and Communication Technology (ICT). Along with the progress of ICT, language teaching and learning is getting more joyful, flexible, and interactive (Bonk & Graham, 2006; Campbell et al., 2008). More importantly, blended learning systematically combine times and modes of learning, integrate the best aspects of face-to-face and online interactions, utilization of appropriate ICTs (The University of Western Sydney, 2013) and that blended learning is not only beneficial for learners (Abdelhak, 2015) but also the teaching staff (The University of Western Sydney, 2013). Besides, through blended learning, the learners can learn at anytime and anywhere (Department of Education and Early Childhood Development Victoria, 2012).

The blended learning, where ICT advancement is involved, contributes significantly to the language learning and teaching process. Some language researchers and practitioners reveal the effectiveness of the blended learning in the language teaching and learning process (Driscoll, 2002; Dziuban et al., 2004; Neumeier, 2005; Banados, 2006; Yarbrow et al., 2016; Selwyn, 2016). The involvement of ICT in language teaching and learning has long been experienced in the history of language teaching in various modes from the naissance of the independent or autonomous learning in the form of Self-Access Centre (SAC) learning mode (see for examples, Sheerin, 1989; Pierce, 1995; Manurung, 2005), the graphical web browser software, Words Wide Web (or Web) (Lin, 1997), Computer Assisted Language Learning (CALL) (Campbell et al., 2008), to the present involvement of ICT in Hybrid Learning in language teaching and learning which is better known as Blended Learning that characterizes the Industrial Revolution 4.0 Era.

Most language researchers and practitioners reveal that the implementation of blended learning in language teaching is beneficial (Lin, 1997; Ayres, 2002; Ellis, 2003; Byrne, 2007; Tuson, 2015). Lin (1997) revealed that teaching of grammar using ICT was helpful to enhance individualized learning, Ayres (2002) reported the positive effect of the implementation of blended learning on Grammar and Spelling, Tuson (2012) reported the advantages of the implementation of blended learning in teaching Vocabulary, and Byrne (2007) reported the effectiveness of the implementation of blended learning in teaching writing. However, some language researchers and practitioners report that not all language skills and components get equally improved after implementing blended learning (Bueno-Alastuey and López-Pérez, 2014; Selwyn, 2016). Bueno-Alastuey and López-Pérez (2014) reveal that the “learners with the increased use of technology improve more in productive skills and the learners who had used ICT less in their course improve in grammar and vocabulary” (p. 1). Also, Selwyn (2016) reveals “the importance of guidance and training to satisfy the needs of learners in the use of ICT with language learning” (p. 1). However, it is revealed that the conventional language learning is more effective when it is combined with ICT (Al-Jarf, 2005; Yang and Chen, 2007; Manurung, 2015). More importantly, blended learning copes with limited time available in the conduct of face to face learning (Banados, 2006; Sahin-Kizil, 2014).

Due to the great findings of the effectiveness of blended learning from the language researchers and practitioners, it is necessary to investigate what the perceptions of the learners are in this modern teaching mode. Basioudis et al., (2012) argue that the perception of the learners is influential in the implementation of blended learning to highlight their active participation. This is in line with Ginns & Ellis (2007) arguing the importance of investigating the implementation of online learning to find out how it supports the teaching and learning process. More importantly, Basioudis et al., (2012) argue the importance of knowing learners' perceptions not only on the teaching method but also on instructional materials and management. They note that learners' perception of blended learning, management system, and the instructional materials influence the learning engagement of the learners.

Few studies have been conducted in EFL learning in Indonesia regarding the perception of the implementation of blended learning (Pardede, 2011; Nazara & Wardiningsih, 2016; Maudra, 2018). Pardede (2011) reveals that the learners perceive internet-based technology is beneficial as supplementary materials. Nazara & Wardiningsih (2016) investigate both the perceptions of learners on face-to-face learning and the Blended Learning modes and reveal that the perception of the learners is *moderate* on the face-to-face learning and *positive* on the Blended Learning. On the other hand, Maudra (2018) reported difficulties experienced by pre-service EFL teachers on the internet connection when they did their teaching practice at rural schools. Some other researchers worldwide, interestingly, have investigated the perceptions of learners on motivation and satisfaction in the implementation of blended learning as compared to the classroom teaching mode (Allen et al., 2002; Ginns & Ellis, 2007; Driscoll, 2002; Pollard, 2015). Driscoll (2002) reveal that the learners perceive equal satisfaction on the implementation of blended learning and the classroom teaching model. However, Ginns & Ellis (2007) and Pollard (2015) report that the learner perceives significant difference satisfaction between classroom teaching and the online learning mode. However, Allen et al., (2002) reveal that the learners perceive there is a difference in the learners' satisfaction regarding the face to face teaching and the one line learning mode but the difference is not significant.

Some researchers have also investigated the perceptions of the learners in the implementation of blended learning in the teaching of the language components and the language skills (Lin, 1997; Tuson, 2015; Byrne, 2007; Lee & Chong; 2007; Flórez et al., 2012). Some of the researchers reveal a positive perception of the learners in the implementation of blended learning in teaching language components (Lin, 1997; Lee & Chong, 2007; Tuson, 2015). The learners also perceive the implementation of blended learning in teaching language skills is positive (Byrne, 2007; Lee & Chong; 2007; Flórez et al., 2012). The differences in the perceptions on the implementation of blended learning are interesting and therefore the present study enriches the perception by investigating from the perspective of an abnormal learning system and of different category levels of learners.

II. THE STUDY

In the present study, we investigated the perceptions of undergraduate EFL learners and the obstacles they faced during the implementation of blended learning in an abnormal learning system post-natural disaster at the Department of English Education, Faculty of Teacher Training and Education, Tadulako University Palu, Indonesia. The department provided 50 minutes per credit unit on a course in a normal learning system and therefore there would be 100 minutes for a course of two credit units, and 150 minutes for the courses of three credit units. However, due to the limited amount of classrooms available at the department post-natural disaster; earthquake, tsunami, and liquefaction, after the damage of around 70% classrooms at the university, the teaching for all classes lasted for fifty minutes regardless the credit unit weighed to the courses programmed. The university management chose blended learning mode to cope with the limited time to conduct the face to face teaching in the classroom. This choice is in line with the implementation of Indonesian National Qualification Framework (IQF) oriented curriculum at Higher Education Institutions (HEIs) in Indonesia (Manurung, 2018). To investigate the perceptions of the learners and the obstacles they faced during the implementation of blended learning in the abnormal learning system at the department, we posed two questions; first, what is the perception of the EFL learners on the implementation of blended learning? Second, what are the obstacles of the learners in the implementation of blended learning? Whereas most of the previous research on the perception of the

learners on the implementation of blended learning emphasizes general perception, the present study investigates the perceptions of learners from three different levels of categories namely, high, moderate, and low. The achievement of the learners at the end of the courses placed the learners into those levels of categories.

III. THE METHOD OF RESEARCH

The present study applied descriptive qualitative. Seliger and Shohamy (1990) argue “the ultimate goal of qualitative research is to discover phenomena” (p. 120), and “qualitative research appears to be more appropriate for describing the social context of a second language” (p. 121). Besides, Singh (2006) emphasize that “the main objectives of descriptive research are to identify present conditions and point to present needs, to study the immediate status of a phenomenon, facts findings, to examine the relationship of traits and characteristics” (p.105). This is in line with Lambert (2012) who emphasized that Descriptive Qualitative Research is a comprehensive summarization of specific events experienced by individuals or groups of individuals, and Creswell (2014) argues the importance of experiences from participants. These point of views of descriptive qualitative research highlighted that the method intends to explain and describes phenomena which are experienced in a particular social situation. Concerning the previously identified research problems of this research, learners' perception and obstacles in learning on the implementation of blended learning, as experienced by EFL learners, the application of Descriptive Qualitative Research meets the objectives of the research.

A. *The Participants*

Purposive sampling techniques satisfy the assignment of the participants in the present study. Maxwell (1997) defines that “purposive sampling is a technique of sampling in which particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices” (p.87). This is in line with Sugiyono (2012) argued that qualitative research employed a theoretic sample that is chosen purposively. The sample was chosen for a particular reason and purpose. Besides, Creswell (2012) argued that the idea behind qualitative research is to purposefully select participants or sites (or documents or visual material) that best help the researcher understand the problem and the research question. Based on those viewpoints, therefore, we chose the participants of this research purposively, those who have participated in the teaching of Grammar by applying blended learning, which was class D of 2018 academic year totaling to 48 learners. The 48 learners agreed to participate in the study.

B. *The Data Collection*

We used three methods to collect data in the present study, namely, documentation, open-ended semi-structured questionnaire, and semi-structured interview. Seliger and Shohamy (1990) and Creswell (2014) highlighted that data in qualitative research are collected by using more than one procedure simultaneously. This is in line with Sugiyono (2012) who argued that Qualitative researchers typically gather multiple forms of data, such as interviews, observations, documents, and audiovisual information rather than rely on a single data source. Then the researchers review all of the data, make sense of it, and organize it into categories or themes that cut across all of the data sources. Seliger and Shohamy (1990) emphasized that the use of a variety of methods of data collection also facilitates validation and triangulation, the confirm-ability of the findings. Based on the above suggested qualitative data collection procedures, we collected data through documentation, questionnaire, and interview. We investigated the documentations on the grade of the learners after the implementation of blended learning (Manurung et al., (2019), and analyzed them descriptively to classify the learners into category levels. We also investigated documentation regarding the classification or the category of the grade used in the Department of English Education. We found the grade classification on the course syllabus and adapted it to classify the grade of the learners into low, moderate, and high. The three different levels of learners filled in the open-ended semi-structured questionnaire and responded to the semi-structured interview. We developed the questionnaire items around the implementation of the Blended Learning and the semi-structured interview around the difficulties or obstacles faced during the implementation of blended learning. This is in line with Seliger and Shohamy (1990) who argued that open questionnaire is one of the typical devices and procedures in qualitative research, and the semi-structured interview consists of specific and defined questions determine beforehand ...” (p.167).

C. *The Data Analysis*

We analyzed the data descriptively and qualitatively. First, we analyzed the data from the documentation descriptively to categorize the levels of the learners. Second, we analyzed the data from the open-ended semi-structured questionnaire and the semi-structured interview qualitatively (Neuendorf, 2002; Creswell, 2014). Neuendorf (2002) argues that units of meaning for the qualitative analysis were phrases, sentences, or more than one sentence indicating one category or sub-category item. Also, Creswell (2014) proposed the steps to analyze the data from transcribing the data, getting the general sense of the information, organizing the data, describing the data, to interpreting the data. Therefore, we analyzed the data based on the previously proposed questions; *what is the perception of the EFL learners on the implementation of blended learning*, and *what are the obstacles faced by the EFL learners in the teaching and learning process in the implementation of blended learning?*” For the data analysis, we did not mention the names of those 48 participants, we coded every participant instead from Q1 to Q48.

IV. RESULTS

A. Achievement Level Category

The results of the descriptive analysis on the documentation regarding the achievement grade of the learners after the implementation of blended learning, as described in Table 1 (Manurung et al., 2019), reveal that there are 25 out of 48, or 52%, learners are categorized as *a high level* where the grade is between 81 and 100, 14 out of 48 or 29%, are *moderate level* where the grade between 71 and 80, and 9 out of 48 or 19%, are *low level* where the grade is ≤ 70 .

TABLE 1
THE DESCRIPTION OF THE STUDENTS' ACHIEVEMENT

Score		No of Students	Classification	Total	Percentage
Figure	Letter				
86-100	A	20	High	25	52
81-85	A-	5			
76-80	B+	8	Moderate	14	19
71-75	B	6			
66-70	B-	6	Low	9	19
61-69	C	3			
Total		48		48	100

The data indicate that in general, the learners get benefits on the implementation of blended learning where only 9 or 19% of the learners at a low level. The indicator of success in the teaching and learning process at the Department of English Education where the present study was conducted is 80% of the learners graded between 71 and 100.

We asked the following question to investigate the perception of the learners regarding the improvement in their grammar mastery: *How do you perceive your grammar mastery after the implementation of blended learning?* We classified the responses of the learners from the three different category levels to understand how each category perceive the improvement in their grammar mastery after the implementation of blended learning. The learners of the high category level perceive their grammar mastery is improved after the implementation of blended learning, first; the learners perceive that their grammar mastery and knowledge on grammar is improved due to the possibility to search for instructional materials from the internet during the application of blended learning as it is perceived by Q1, Q3, Q6, Q10, Q14, Q16, Q20, Q24, and Q25.

I think it gets improved because I can search and solve the material by my own, I get more knowledge; ... after using blended learning, there is a little bit improvement; My grammar knowledge is improved; ... my understanding in grammar through blended learning is a bit reasonable and I've started to understand even though just a little; I think my grammar is getting better.

Second, the learners perceive that their grammar mastery and knowledge on grammar is improved due to the possibility to have more time to train grammar usage by doing exercises at their own available time at home and elsewhere when they have access to study online as it is perceived by Q2, Q9, Q15, Q18, Q21, Q22, and Q23.

I think it is better because we are not only training our grammar in class but also at home. So we had a lot of time to train the exercises; I think I have more time to learn grammar everywhere when I have data to search the material; sometimes I can't master grammar when I learn in class but when I do my homework in Google Classroom I can learn by myself and add more knowledge; in blended learning, we have more practice at home and understand well about grammar.

The learners of the moderate category level perceive their grammar is improved due to the possibility to re-learn the instructional materials, to do the exercises, and to search instructional materials online as it is perceived by Q26, Q27, Q29, Q31, Q32, Q33, Q35, Q37, Q38, and Q39.

I think my grammar is better than before, even sometimes I forget the material but I can learn it again; very good because I learn Grammar in class also in an online class by finishing the assignment from the lecturer; my grammar increased because I have lots of time to search and learn more about grammar; my grammar is better than before, very good because I learn Grammar in class also in the online class.

Although most of the learners of the moderate category levels perceive improvement of their grammar mastery, there are four (4) learners, however, perceive their grammar mastery is not improved as much as they expect at the end of the class after the implementation of the blended learning as it is perceived by Q28, Q30, Q34, and Q36.

There are still many grammars to be fixed; for me, I still feel that my grammar mastery is still low; I need a lecturer to teach me more, it is hard to understand.

Different from the learners of the high and moderate category levels, some of the learners of the low category level perceive their grammar is improved and some are not. Interestingly, they do not describe any reason for their responses as the learners of the high and moderate category levels do. The learners who perceived that their grammar mastery is improved and increased after the implementation of blended learning are Q40, Q4, Q42, Q45, Q46, and Q4.

I think learning grammar through Blended Learning improves my grammar; my grammar is better than before. I get well improvement; it's getting better; I think it changed; it improves my grammar; I get more knowledge about grammar.

The learners in the low category who perceive that their grammar mastery is not improved after the implementation of blended learning are Q43, Q44, and Q48.

Not very good; My grammar is still very lack because I'm very slow in understanding grammar; I think it doesn't help me to improve my grammar. I just get a little bit of knowledge.

B. Perception of the Learners on the Implementation of Blended Learning

One of the perceptions needed from the learners in the teaching and learning process is related to teaching English Grammar by applying Blended Learning where they have to study the English Grammar online and offline to cope with the unexpected situation after the natural disaster experienced by the society in Central Sulawesi in general and Pasigala (Palu, Sigi, dan Donggala) regencies in Particular, where the English Department of the Faculty of Teacher Training and Education, University of Tadulako located. To investigate the learners' perception of teaching English Grammar, we proposed the following question: *How did you perceive blended learning in learning Grammar?*

The learners of the high category level perceive the use of blended learning in teaching grammar as; first, it is helpful, it helps them complete the grammar instructional materials that they have learned in the face to face classroom teaching when they are at home, and it allows them to spend more time to study at home, as it is perceived by Q1, Q2, Q6, and Q7.

It's very helpful because nowadays we're addicted to the internet. We can fill our spare time at home; we are not only learning in class but also have time to learn at home; in class, we learn about the material and we got online assignments at home.

Second, the learners perceive the use of blended learning in teaching grammar is easier since they got an explanation firstly in the face to face teaching in the classroom, as it is perceived by Q3, Q5, Q16, and Q18.

I have a good experience because when it's face to face we got a clear explanation and when we have to do the task online it's going to be easier; honestly, learning grammar is good when in Blended Learning because it's easy to do.

Third, the learners perceive the use of blended learning in teaching grammar is flexible. The learners can do the grammar task based on their available time after the face to face teaching, as it is perceived by Q4, Q7, Q11, Q12, Q13, Q14, Q15, Q20, and Q24.

Blended learning is good especially online learning because it's flexible; I think it's good because I can choose the time, like when I can work or study at home; it is easy because when we send the assignment, we just send wherever and whenever we want.

Fourth, the learners perceive the use of blended learning in teaching grammar is fun. As a learner in the millennial era, that have been familiar with the internet or information and communication technology, it is considered that learning grammar through the application of blended learning is fun, as it is perceived by Q19.

I enjoyed learning grammar; I was interested in learning grammar although we know grammar is not easy to learn, it was fun I think for us as millennial to join in Blended Learning.

Finally, the learners of the high category level perceive that the teaching of grammar by applying blended learning allows them to have more time to learn and help them manage the use of the internet correctly. The learners have more chance to study grammar at their own, as it is perceived by Q8, Q22, and Q23.

Blended Learning is very useful because the learners can use the internet correctly; learning grammar through Blended Learning was interesting and I think Blended Learning can add my learning time; Blended Learning is a good method because when we just use face to face the time is so limited. So to face a limited time, blended learning is a good way.

The learners of the moderate category level perceive blended learning as, first, it provides more study time. As the learners of the high category level, the learners of the moderate category level also perceive that the limited time in the face to face teaching is not sufficient to attain the instructional materials that have been taught so those instructional materials can be learned online at home and at a particular time available, as perceived by Q26, Q31, Q32, and Q37.

Not every learner in the class can understand the material so they can learn more the materials in the online class; learning grammar through blended learning can make me study more, I also must study at home; I think it's good because when I can't do the assignment in a certain time due to many works, I can finish it in another time; when we are in the online class, the assignment is given to us which indirectly makes us study more.

Second, the learners of the moderate category level also perceive that teaching grammar through blended learning make them get used to the internet-based or online learning, as perceived by Q27, Q28, Q29, Q30, and Q38.

Through Blended Learning I know how to apply the Google Classroom; many experiences that can be found and in the learning process we can know better on how to use the internet; I can use the internet for learning, and learn directly from the lecturer in class and do assignments then send it through online.

Finally, the learners of the moderate category level perceive that the implementation of blended learning in teaching grammar improves the ability to construct simple sentences and knowledge of grammar, as perceived by Q34 and Q35.

I know how to construct sentences in simple past, present, and other tenses; the of knowledge that I first don't know and now I know.

The learners of the low category level perceive that learning grammar through blended learning needs more experience and get an instant explanation. Unfortunately, one of the learners did not report any perception due to the in-availability of the mobile phone (Q46).

I still need more experience in learning grammar through Blended Learning; I think learning grammar through Blended Learning can give us an instant explanation from the internet; I don't have a mobile phone.

Understandably, a learner from a low category does not have a cell-phone because of thousands of people during a natural disaster; the earthquake, tsunami, and liquefaction in Palu, Central Sulawesi in 2018, destroyed and eliminated the homes and property of thousands of people. Therefore, this learner's cell-phone could have been disappeared during the disaster.

C. Obstacles on the Implementation of Blended Learning

We posed the question as follows to investigate the obstacles or difficulties faced by the learners during the implementation of blended learning; *what are the obstacles you faced in the teaching and learning process during the implementation of blended learning?* The obstacles are related to; poor internet connection, slow feedback, and unclear instruction (reported by the learners of the high, moderate, and low category levels); electricity instability and getting nervous (moderate and low); difficult learning materials (low).

The obstacles faced by the learners of the high category level learners during the implementation of blended learning are a poor internet connection, slow feedback to the question in online teaching mode, and unclear instruction during online learning mode. The following is the response to the question during the interview.

In my home, I do not know why the XL network is really bad that is why sometimes I got trouble when I wanna finish my assignment; The difficulties, first is the network because we send assignments in Google Classroom so it needs a network. Secondly, for example, we work on a given assignment after we upload the assignment and want to ask for feedback is usually a slow response. We once had obstacles when given instructions on assignments, but we don't understand the instruction, so we immediately asked the lecturer via Google Classroom, but the slow response, so we did the assignments as much as we can. But actually, I prefer face to face learning because in my experience when I do not know about the material and then my lecturer gave me a task in Google Classroom when I gave him a question, I ask him like "would you mind to explain more about the task?" sometimes it is not interactive for us because he does not respond our question.

As has been reported by the learners of the high category level, the learners of the moderate category level also faced problems on poor network connectivity, the light is off and getting nervous. The following is the response to the question during the interview.

The obstacle is network connectivity. Because I only rely on Wi-Fi, when the light is off, it is enough to make me worried. But fortunately, the task deadline is a few hours from the time of giving so when the lights are on, then I do the assignments; It is on the internet connection. The internet connection is bad either at my home or on campus. In the classroom, face to face learning, the lecturer likes to point us randomly based on the attendant list to answer his question which makes us nervous.

Based on the learners of the low category, besides the aforementioned problems, the problem faced during the implementation of blended learning is the instructional materials are complicated. The followings are the responses to the question during the interview.

The problem is, usually, the instruction of assignment given in the online class is not clear so we confused what to do; before learning materials are given to the students, it is better to introduce it firstly; Learning material in articles is sometimes difficult to understand, it difficult to understand; it is better if we have friends so we can discuss the material because if I am alone, I need time to understand the material.

The learners of the three category levels also faced difficulties to access the internet at the campus, as we asked them the internet connectivity at the campus.

The media itself is really helpful because I can easily finish my assignment and do not need to write it down. For the connectivity, in my place is so bad that is why sometimes I get a problem while finishing the assignment; especially at the campus, the connectivity is very poor.

V. DISCUSSION

A. Perceptions

Blended Learning has been used in many language programs where face to face teaching and learning processes are combined with ICT in online learning mode. Many online platforms have been applied in teaching English and it is proved that they are easily accessed to support the face to face teaching-learning process (Baturay et al., 2010). The implementation of blended learning has been used to cope with many learning situations and conditions nowadays and it is proved that the integration of ICT is effective and motivating (Campbell et al., 2008). Considering the effectiveness of blended learning particularly in improving language mastery and motivation, the present study investigates perceptions of EFL learners at the English Department at the Faculty of Teacher Training and Education, Tadulako University. The study is also in line with the idea of arguing that in limited class time setting the implementation of

blended learning is a solution (Banados, 2006; Sahin-Kizil (2014)). The limited-time in the teaching at Tadulako University was also experienced due to the natural disaster where available classrooms for the teaching-learning process were limited. Therefore the present study attempts to investigate the perceptions and the difficulties of the learners after experiencing blended learning mode.

After the implementation of blended learning in teaching and learning grammar it is perceived that not all learners get used to online learning. Some learners benefit from the involvement of ICT and some of them are not even familiar with online learning. Those who have been familiar with the ICT in online learning mode get a benefit, and it can be seen from the analysis of the document where 52% of learners are in the high category and 29% in the moderate category in the grammar class. There is only 19% in the low category and they reported that they have not got enough experience in the use of online learning, they expect that the online learning gives them an instant explanation, they do not consider blended learning as a good learning mode, and even one low category learners reported that no cellular phone is available at hand. While the high and middle category learners report that learning grammar through blended learning is helpful and allows them to learn at home, they perceive that the use of online learning provides them with more study time. It is also said that online learning as part of blended learning is a technique for them to fill in their spare time, and more importantly, the technique is fun, flexible, and easy for them to use. This implies that not all of the learners have been familiar with blended learning, particularly in the online learning part. Therefore, it is important to note that before the implementation of the online learning part in blended learning, there must be data of the learners who have been familiar with the online learning part and who have not. For those who have not been familiar with online learning, there must be specific treatment. This has also been argued by Selwyn (2016) that more guidance and training are needed to satisfy the needs of learners in the use of ICT at a low-level. However, in general, the learners perceived blended learning as beneficial in their grammar class and it can be used to cope with the limited time available in the teaching of grammar. This is in line with the previous researchers arguing that the implementation of blended learning is beneficial for language learners (Lin, 1997; Ellis, 2003; Byrne, 2007; Tuson, 2015).

Many language programs have implemented blended learning to improve language mastery. It is reported that the implementation of blended learning improves language skills (Abdelhak, 2015). The present study also reveals that blended learning motivates learners to learn grammar. The learners perceived that their grammar mastery is improved after studying using blended learning because they can look for materials on the internet themselves, they have more time to train the use of grammar during online learning particularly while doing exercises, and more importantly, the learners get actively involved. This implies that the grammar can be learned autonomously if the learners can use effectively the online learning part of blended learning. In other words, the implementation of blended learning does not only improve the grammar mastery but it also builds up and train the learners to be independent learners. This is in line with the previous study indicating that teaching grammar using ICT was helpful to enhance individualized learning (Lin, 1997). Therefore, it is important to implement blended learning in this era as suggested in the industrial revolution Era 4.0, because more and more learners are addicted to the advances in ICT, that they spend the ICT to support their learning process independently. More importantly, the learning becomes more contextual.

In general, the learners perceived that the implementation of blended learning is effective. The blended learning model is useful to improve their grammar knowledge, to improve their study time particularly out of class activities, and to get familiar with ICTs in language learning. More importantly, the implementation of blended learning builds up the motivation to conduct independent learning.

B. Obstacles.

The involvement of ICTs in teaching and learning process has been seen as the complement to the face to face teaching. The advancement of ICTs has been experienced widely particularly in the introduction of the Industrial Revolution Era 4.0 in almost all human life and language teaching has no exception. Some researchers have reported the positive influence of the ICTs in the online learning mode (Abuseileek, 2009; Baturay et al., 2010). More importantly, it is argued that blended learning does not only beneficial for the learners but also the teaching staffs especially in classroom management (The University of Western Sydney, 2013). Concerning these findings, the present study investigates the obstacles faced by the learners in the implementation of blended learning.

The learners perceive the implementation of blended learning as beneficial as has been described in the previous section, but they also face difficulties in learning grammar during its implementation. The obstacles are mostly related to; poor internet connection, slow feedback, and unclear instruction (reported by the learners of the high, moderate, low category levels); electricity instability and getting nervous (moderate and low); difficult learning materials (low).

The first obstacle as the main problem is related to internet connectivity. The learners perceive during the implementation of online learning in the blended learning model, the internet connection is poor. It takes too long for them to access and to send their response online. They often cannot satisfy the due time in the submission of the assignment. It implies that before the implementation of blended learning, it is useful to ensure that internet connectivity is provided particularly at the campus. The problems on internet connectivity have also been reported in research at rural schools in Indonesia when the pre-service EFL teachers when they did their teaching practice (Maudra, 2018).

The second obstacle is slow feedback or late response of the lecturer on online learning. It is important to note that during the online learning mode the instructor should be consistently online so that questions from the learners can be followed up as soon as possible. The next obstacle is unclear instruction. The learners perceived that the instruction

during online learning is difficult to understand and if it happens it is difficult to get a direct response on the explanation from the lecturer. The two obstacles are related to the conduct of online learning from the lecturer's part. Therefore, the lecturer has to consistently implement good classroom management as it is argued by the Blended Learning team at The University of Western Sydney (2013).

The following obstacle is related to electricity instability. The electricity is too often cut-off or blackout during the implementation of blended learning so at the same time the internet connection is also off. Consequently, the online learning model as part of blended learning is discontinued. It implies that the electricity should be provided at campus should blended learning is assigned. The electricity is highly related to the internet connection. The final obstacle is related to complex or difficult instruction and instructional materials that are faced by the learners of the low level. In the implementation of blended learning, it is better if the materials are designed based on the needs and the situation (Richards, 2001; Manurung, 2017). It implies that the language used is simple and the contents are contextual.

VI. IMPLICATION

No doubt the implementation of blended learning is beneficial and contributed to coping with problems faced by institutions in an abnormal learning system. Based on the findings of the present study, it is recommended that; first, before implementing the online part of the blended learning it is important to introduce to the learners the procedure of the utilization of the chosen online platform and would be better if short training or socialization is conducted to all of the learners, particularly if there are learners who have not been familiar with the online learning system, or in using the internet. Second, the institution needs to provide a stable internet connection and electricity. In the condition as in Palu, most learners are heavily dependent on the use of internet connection at the campus. Third, there must be instructional materials purposively designed to meet the requirement of the online learning model, for example, the materials which are written in simple language so that they easily understood, particularly about the instruction. It is better to use both English and Bahasa Indonesia, the native language of the learner.

ACKNOWLEDGMENTS

We would like to thank the learners enrolled in Grammar Course in the 2018/2019 academic year at the Department of English Education, Faculty of Teacher Training and Education, University of Tadulako, Palu, Indonesia, who have actively participated in this study.

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Grace N. Manurung was born in Palu on 25 November 1996. She earned her S.Pd in English Education in 2018 at the Department of English Education, Faculty of Teacher Training and Education, Tadulako University Palu. She joined SEAMEO SEA Teacher Program Batch IV in Roosevelt College Inc., Cainta, Rizal, Philippines in 2017. She is a student researcher at the Department of English Education, Postgraduate Program, Tadulako University, Palu, Indonesia.

Konder Manurung was born in Lumban Manurung on 19 August 1965. He earned his Doctorate Degree in Education in 2002 at the School of Education, La Trobe University, Australia. He is a lecturer at the Department of English Education, Faculty of Teacher Training and Education, University of Tadulako, Palu, Indonesia. His research interest includes TEFL Methodology, Curriculum and Instructional Design, and Self-Access Materials Development.

Sudarkam R. Mertoso was born in Lopito, Banggai Kepulauan on 23 July 1968. He did his Doctorate Degree in the Faculty of Human and Social Sciences, School of Humanities, Asian Studies Program focusing on Local Content Curriculum and Teacher and

Certification, La Trobe University, Australia. He is a lecturer at the Department of English Education, University of Tadulako, Palu, Indonesia. His research interest includes Issues on Vocabulary Development, Local Content Curriculum, Teacher Certification, and Language Skills.

Abdul Kamaruddin was born in Bolokut on 28 September 1974. He completed his Ph. D in Education in 2015 at the School of Education, La Trobe University, Australia. He is a permanent lecturer at the Department of English Education, Faculty of Teacher Training and Education, University of Tadulako, Palu Indonesia. He is interested in conducting research in the area of TEFL Methodology, English Language Teaching Assessment, and Curriculum and Instructional design.

An Analysis of Verbal Humor in *2 Broke Girls* from the Perspective of Conversational Implicature

Xiaorui Huang
Shanxi Normal University, China

Abstract—Humor can be seen everywhere in social communication, and it often appears in conversation in the form of verbal humor. In western culture, humor, regarded as a sort of linguistic art, is a window to understand western culture. Thus, humor comprehension has important practical significance for English learners to better understand, master and use English. This study, based on theories of Conversational Implicature, attempts to analyze the production of verbal humor from the perspective of Cooperative Principle, and an abundance of humorous conversations from the sitcom, *2 Broke Girls*, are collected as analytical material as well, aiming to cultivate English learners' comprehensive ability of American humorous utterances and to improve their intercultural communication competence.

Index Terms—*2 Broke Girls*, cooperative principle, verbal humor, conversational implicature

I. INTRODUCTION

Humor is an enduring research topic for both Chinese and foreign scholars at all times and in all countries. Verbal humor is a crucial sort of humor. The research on verbal humor through pragmatics is a particular direction of humor research in recent years.

Humor, as a kind of colorful art, frequently appears in people's daily life, especially in the form of verbal humor. It is a lubricant for successful communication, a spice for life, and reflects the ingenuity and wisdom in culture. English humor is a window to understand western culture. It plays an important role in English learners' learning procedure.

With the development of video industry, the culture of film and television rises up. The pragmatic analysis of the dialogue will become more and more necessary, and will be paid more and more attention to. The *2 Broke Girls*, a sitcom produced by CBS in Colombia in 2011, has been hit by global audiences since its launch to the present day. At present, there are few researches on the "bankrupt sister" in the field of linguistics. However, the existing researches on humor in the sitcoms of the Department are only limited from the perspective of translation. Based on this, this paper will analyze the verbal humor in "Bankrupt Sisters" from Conversational Implicature Theory.

This paper tries to analyze the verbal humor of the popular sitcom *2 Broke Girls* from the aspect of Conversational Implicature (CI in short) produced by violating of the Cooperative Principles (CP in short). Firstly, a brief introduction of humor and *2 Broke Girls* are made. As the theoretical framework of this thesis, CP and CI are exhaustively introduced. Next, this thesis systematically analyzes of verbal humor which is produced by flouting the four sub-maxims of CP in the selected conversations from *2 Broke Girls*.

In the research procedure, CP and CI are employed as the main principles to identify the scientificity of the production of humor. Meanwhile, utterance selected from *2 Broke Girls* is offered as a good case study for qualitative analysis.

II. LITERATURE REVIEW

The history of humorous research has experienced a long time, and it can be traced back to the times of Aristotle and Plato. As a promising and valuable topic, the verbal humor of sitcoms has aroused many scholars attention. The studies on humor of domestic and overseas are presented in this part, and the introduction of *2 Broke Girls* is done in the last section.

A. Explanations of Humor

To better understand humor, what we first have to know is its concept. However, humor can be covered in every field, so it is unlikely to give an absolute definition. In short, humor has diverse meaning.

The definition of humor in *Long-man Dictionary of Contemporary English* is various. Humor not only refers to something interesting, but also those funny things make people laugh. (Pearson, 2002, p621) In some Chinese authoritative dictionaries, there are also some definitions about humor. For example, *Ci Hai* explained the comic factors and aesthetic features of humor, and in humorous way, people can amuse themselves and others, change atmosphere, and even improve the level of conversation and expression. (Xiazhengnong and Chen Zhili, 2010, p2766). For another,

in *the Contemporary Chinese Dictionary*, both “funny” and “thinking” are taken into “humor”. (Hou Xiaoru, 2009, p1734) It can be seen that humor is a kind of behavior whose essence can make people feel relaxed or can appear between “executor” and “onlooker”.

All above, the accounting for humor still remains as an intricate issue, which needs further study. The truth is that the definition of humor is divers and extensive.

B. Previous Studies of Humor

As for now, at abroad, studies on humor are based on three theories: Superiority Theory, Incongruity Theory and Relief Theory. Three aspects are related: social-behavioral and emotional, cognitive-perceptual, and psychoanalytical fields. Influenced by these theories, the observation of humor is greatly broad-ended, e.g. from the perspectives of semiology, aesthetics, sociology, linguistics, and philosophy. Such as, Koller illustrated humor from definition of humor to its social function and historical development and transformation in social point of view. (Koller, 1998) While, Hancher expressed his ideas about humor from the perspective of Speech Act. (Hancher, 1980) Yamaguchi firstly applied the mention theory to explain humor and argue the assumption of character violation. (Yamaguchi, 1988) Attardo explained the reason of humor as the violation of Grice’s conversational rules. (Attardo, 1993) Altogether, there are already a lot of literatures that illustrate the production of humor from pragmatics view.

In Chinese, humor is a loan word from western world. The term “humor” was originally derived from Qu Yuan’s works, which means that dogs would attack humans surprisingly. Afterwards, humor was interpreted about something amusing as “You Mo” in Chinese. But the words with the similar meaning have existed for a very long time, such as Xue (讪), Huaji (滑稽), etc. They all include something that makes people feel interesting and funny. Chinese scholars have been exploring humor from pragmatic perspective since 1980s. Mao Ronggui wrote *Analysis of English Humor*, in which the formation of English verbal humor was discussed. (Mao Ronggui, 1993) Yu Hualu analyzed the American Humor of *The Big Bang*. (Yu Hualu, 2010) Xie Mingjing explored the productive mechanisms of verbal humor from the pragmatic perspectives. (Xie Mingjing, 2015) Wang Lu made an interpretation to verbal humor from the relevance theory. (Wang Lu, 2016) Those comprehensive studies have provided a great deal of help to the research on humor in China, which will have long-term effects on future study.

In conclusion, humor kept being studied from different aspects by scholars. On the one hand, the researchers thought humor as a linguistic phenomenon. For another thing, humors in different cultures include various connotations according to language. At last, scholars did not attach adequate importance to the verbal humor generated by violating CP.

C. Brief Introduction of *2 Broke Girls*

American sitcoms are very popular among Chinese people, such as *the Old Friends*, *2 Broke Girls* and *The Big Bang*. *2 Broke Girls* is relatively new. It has 6 seasons so far. It was firstly broadcasted by American CBS television in September 19, 2011. Created by Michael Patrick Kim and Whitney Cummings, the play was set in Brooklyn, New York City and focused on the everyday life of two young waitresses, Max Black and Caroline Channing. At the 38th American Electoral Prize, the play won the prize of the most popular TV comedy.

Max, a beautiful girl with black hair, hot shape and sharp words, worked in a low-end restaurant in Brooklyn, New York with her restaurant colleagues including Han Lee, a small Asian cafe owner, Oleg, a chief who was keen to telling spicy jokes, and Earl, an old black cashier. The new restaurant waitress Caroline was an elegant and blonde girl, who was incompatible with the environment, so Max was curious about the identity of Caroline. It was inadvertently known that Caroline had been a real daughter in Manhattan district. After her father went bankrupted, she went to work in the canteen to survive. The soft-hearted Max kept the homeless Caroline, and although their background was different, the same penniless situation made the two girls be good friends. However, Caroline never forgot to strive to realize her dream and rebuilt a new career. Besides, she encouraged Max to make a plan for her life, and they started a baking business together. Although the fund was not enough, they tried their best to raise. At last, they found their happiness, and succeeded in their business.

Through this sitcom, the diversification of American society incorporating diverse community values, profession, education, culture, lifestyles and so on, is all generally exposed to the audience. The audience may occasionally be triggered by the humorous dialogues among characters.

Over the years, there are a few studies conducted from the CI theory by violating CP throughout the research history on it. In consequence, the paper will make a comparative study on it in the following section.

III. THEORETICAL FRAMEWORK

Grice’s Conversational Implicature (CI in short) and Cooperative Principle (CP in short) are offered in this part. CI and CP were put forward by Grice. Grice thought CP was a significant way to produce CI, thus arousing humor. CP is a very significant principle, which is used to guide the conduct of conversation and comprehension of utterances so that people can mean much more than what they say and produce the conversational implicature.

A. Grice’s Cooperative Principle

Cooperative Principle was proposed and formulated by Grice in his work of *Logic and Conversation*. (Grice, 1975, p47) He referred that in order to keep the conversation going smoothly, people are supposed to be cooperative, which refers to make the conversational contribution such as is required at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged. (Liu Runqing, 2015, p154) People always cooperate with each other in verbal communication, or it can be failure and people will get the opposite meaning.

The CP principle was divided into four maxims by Grice, and they are Quantity, Quality, Relation, and Manner.

1. The Maxim of Quantity

- a) Make your contribution as informative as is required.
- b) Do not make your contribution more informative than is required.

2. The Maxim of Quality

- a) Do not say what you believe to be false.
- b) Do not say that for which you lack adequate evidence.

3. The Maxim of Relation

Be relevant.

4. The Maxim of Manner

- a) Avoid obscurity.
- b) Avoid ambiguity.
- c) Be brief.
- d) Be orderly.

(Liu Runqing, 2015, p154)

CP means that the speaker should say what is true in a clear and relevant manner. It is important to take these maxims as unstated assumption in conversations. It assumes that people are normally going to provide an appropriate amount of information, and that they are telling the truth, being relevant, and trying to be as clear as they can. (Liu Runqing, 2015, p154) Speakers rarely go around these principles which lay tacitly in verbal interactions. Under some circumstance, people strictly and directly observe these maxims. For instance:

A: *What's the time?*

B: *It's 9 o'clock.*

The speaker hopes that the listener will tell him the time. The listener tells the time in a clear and concrete way and meets the communication needs of the speaker. The hearer has said precisely what he meant, no more and no less. Under this circumstance, the least interesting is there is no distinction between what is said and what is implicated. The Conversational Implicature is equal to what is said (Liu Runqing, 2015, p155).

The CP has the following characteristics. Firstly, it differs from grammatical rules and is not a rule people have to follow when using language. Principles are not black and white, which means that they are not true or false. So the violation of these maxims does not affect the accuracy of the spoken language, but will produce a meaning that makes the dialogue more humorous or more profound. Secondly, these guidelines can be followed or violated, and the guidelines can conflict with each other. Some examples may violate one of the maxims, but sometimes violate several of them. At last, the principle of cooperation and its maxims are the general guidelines for human communication, but it is different from the phenomenon of courtesy that involves cultural features.

B. *Nonobservance of the CP and Conversational Implicature*

In fact, in everyday conversation, people will not observe the CP and its maxims all the time. People sometimes violate them for the purpose of special motivations, and then they violate the maxims and produce their conversational implicature, which means that they consciously or unconsciously flout the maxims for their intended meaning.

In daily talking, speakers' one utterance probably has more than one meaning, which indicates that it may have many extra meanings via combining all the words together. Although speakers' literal meanings and the intended meanings are not always accordant, the vast majority of people still believe that they are apt to communicate with each other. At this time, Conversational Implicature needs to be introduced to solve these problems including the way speakers use to convey their meanings, and the way hearers use to know what the speakers express.

Grice introduced the concept of "implicature" in the paper *Logic and Conversation*. Implicature is a hint, indication or comprehension of "what is said". (Grice, 1975, p14) Grice made a difference between conventional implicature and non-conventional implicature. The meaning of the convention is determined by the statutory meaning of the discourse. For example, "he is a British person, so he is brave." The meaning of the words through the discourse implies that British people are brave. The implication of non-convention is based on contextual knowledge, including the speaker's share, the time of the speech, and the occasion. The contextual meaning of the above example is a non-conventional implication. Grice called it "conversational implicature". Why did such conversational connotations arise? Grice believed that our conversational communication was normally made up of a series of coherent discourses, and was one or a group of common purpose of which each participant was aware to some extent, and it was at least one direction that was accepted by each other. This purpose or direction may be determined from the beginning, or it may be gradually formed during the exchange process, and was the result of the joint efforts of the participants. Thus, CP was put forward by Grice. In his opinion, CI was produced by violating the CP. Grice's conversational implicature theory has completed the transition from meaning to implicature, which is a major breakthrough in pragmatics research. CI provides an

explanatory theory for studying human linguistic communication. Therefore, after the emergence of Grice's Conversational Implicature theory, linguists from various countries showed great interest, and then various studies were inexhaustibly produced. Among them, some were supplementary, some were revisions, and some were reconstructed, which promote the development of CI theory research. Linguists often regarded these developments as "new Grice's Conversational Implicature theory". (Niu Baoyi, 2002, p7-8)

In social communication, people often violate the principle of cooperation intentionally or unintentionally due to courtesy or contextual needs, or to create humorous effects. Violation of the principle of cooperation does not necessarily create an obstacle to communication. On the contrary, intentional violations of cooperation principle often result in special conversational meanings and pragmatic meanings. At this time, the speaker is not cooperative, but uses the principle on another level. This also means that the listener has to conclude the purpose and the implied meaning that the speaker violated the cooperation according to the context at that time. Humor is often produced in the process of inference of implicit meaning. Humorous effects in the conversation often make the conversation vivid, interesting and meaningful. This paper will focus on humor, a special conversational implicature, arisen by violating the four maxims of CP.

IV. ANALYSIS OF VERBAL HUMOR IN *2 BROKE GIRLS*

A. *Humor Produced by Violating the Quantity Maxim*

As the first maxim of CP, the maxim of quantity means that interlocutors should provide detailed information in your conversation so that you can better understand each other, but not more informative than required for the current purpose of the exchange. If the communicator provides too much or too little information, it will cause the other communicator to misunderstand the speaker's intention, thus providing an opportunity for humor. Meanwhile, in order to achieve the goal of successful communication, the speaker needs to transmit the complicated and complete information. During the conversation, many speaking strategies are employed. The play-words are often designed to violate the maxim to attract audience's attention and produce humorous effect. In this part, some conversations will be analyzed to study the violation of the maxim of quantity used in the dialogue and the production of humor.

Conversation 1:

Customer A: Don't you have a passion project? Something you've always wanted to do?

Customer B: Yeah, you can't want to be a waitress for your whole life.

Max: Yeah. Actually, I do have a Kickstarter idea. I'd like to kick your ass.

(Episode 1, season 3)

Max, the protagonist in the *2 Broke Girls*, was a prominent figure in the creation of laughter, because she was extremely good at violating the maxim of quantity. In this dialogue, customer asked whether Max had a dream. In terms of the quantity maxim, Max needed to answer yes or no for the question. However, when she said yes, the other rude words were superfluous. The reason was that Max worried that the customer would constantly ask her as a waitress and made fun of her, and she was proactive in expressing her disdain and impatience with the guests with an interesting utterance. The drastic change in attitude made audience roll in the aisles, and the humorous effect was reached by violating the quantity maxim.

Conversation 2:

Max: Oh, hey. You ready?

Customer: I can't. I just can't. Everyone feels like that. The first few times I eat here. It's like heroin.

Max: It makes you, and you think "I'll never do that again", and here we are.

(Episode 2, season 3)

When the customer came to restaurant, Max asked him for an order. "Are you ready to order" was a general question. However, after the customer said "I can't", he offered more response to what is not needed, and of course, unnecessary. By providing more information, he countered the maxim of quantity, which indicated that the dishes were terrible, but he had no choice to eat here. Max went on the superfluous words, thus the humorous effect was produced and the restaurant saved its face.

Conversation 3:

Caroline: I'm Caroline.

Waiter: Well, nice to meet you, but we don't be friends. I don't get touched. All my life, I've been a waiter, 27 years. And I don't get personal, so don't ask me how old I am. I'm 53, but my face is 5.

(Episode 8, season 4)

In this dialogue, Caroline and Max wanted to train the new-coming waiter. After Caroline introduced herself, the long answer of waiter obviously contained more information than expected to hear, so the waiter violated the maxim of quantity. This also showed that waiter was totally uninterested in the training. It is precisely because of this violation that the humorous effects of speech can be presented.

B. *Humor Produced by Violating the Quality Maxim*

In terms of the maxim of quality, it requires people to provide truthful and reliable information in their dialogues.

They cannot lie and tell false words. However, in actual communication, the speaker is out of politeness or to achieve some irony, metaphor or exaggerated rhetorical effect, and uses some false or insufficient evidence to hide the true feelings, so as to take account of the face of the receiver, which produces the humorous effects. The protagonist of the play often goes against the authenticity of the expression by exaggerating and irony, and is compatible with the expression, thus producing a comic effect.

Conversation 4:

Max: What's that?

Caroline: I don't know. How would I know?

Max: Because it came out of your head.

Caroline: I don't have hair extension, Max.

Max: Oh, I'll throw it out.

Caroline: No! I'll keep it for this story!

Max: What story?

Caroline: The story about how we found a blonde hair extension out of nowhere that night. It's hilarious!

Max: Oh, look, there's another hilarious story!

Caroline: All right, Max, I have hair extensions.

(Episode 8, season 3)

When Caroline said hello to a handsome man, she touched her hair for a good impression, but her extended hair lost. When Max asked Caroline, "what is this?" Caroline said, "I don't know where it comes from." Obviously, Caroline first violated the maxim of quality. The hair was from Caroline, but she lied to Max and expressed that she didn't know them. When Max said she'll throw it out, Caroline said she would keep it for a story that a blonde hair extension out of nowhere, and she still didn't admit that she had hair extension. Thus, she violated the maxim of quality again, but at last she made a confession to Max with a funny look. To prevent with the Max's asking, the comic effect were achieved.

Conversation 5:

Han: Welcome to the Williamsburg Diner. I'll be your waiter, Han.

Sophie: Who's the new girl? I don't like her.

Han: A waiter, not a waitress.

Sophie: I don't like the new girl.

(Episode 2, season 6)

This conversation happened when Sophie came to restaurant, Han as a waiter served for her. When Han asked her, Sophie said "who's the new girl? I don't like her." Han was a man. "The new girl" was not consistent with the fact. Obviously, she violated the authenticity maxim. After Han corrected her, she still called him "a new girl", and she told lies again. Apparently she did not tell the truth for twice, and exaggerated her words, and she violated the maxim of quality. In addition, her answer was mockery that Han was short and was womanish, which showed her humor and made people laugh.

Conversation 6:

Han: I don't know why I can't catch a break from you two I had to put up with Max's heartbreak over her LA boyfriend Randy for months. It was more indulgent than Beyonce's Lemonade.

Max: How dare you?

Caroline: She's a queen.

(Episode 1, season 6)

It happened that when Caroline and Max called up an owner meeting in restaurant, Han needed to wear the waiter uniform, but he was not willing to wear. So he was angry at this decision, and he satirized Caroline and Max why not catch a break to open a dessert. After he put up with Max's broken-time, he regarded himself as Beyonce as indulgent. But the fact was not true. He was narrow-minded and bitter. What he said was obviously a lie. And he violated the authenticity. Max and Caroline's responses also identified this fact, but saved this awkward situation, and humor was created.

C. Humor Produced by Violating the Relation Maxim

As for this maxim, the information given by the speaker should be relevant in order to ensure that the conversation process smoothly. That is, to say something related to the topic, but to say nothing about the topic. In the communication, if the receiver avoids or does not answer questions about the speaker's topic, it will violate the criterion of relation. At this moment, humor may arise. The humor associated with the relation, is either because of ignorance, or is to avoid responsibilities or contradictions, or is because of other reasons. And as the pace of life quickness, people are more and more concerned about their own affairs. It's getting harder and harder to get their attention and interest while keeping them from getting bored. Interesting conversations for sitcom must be related to people's needs and interests.

Conversation 7:

Caroline: Max, look around. We did it.

Max: And it only cost every cent we got from your big movie deal.

Caroline: And the weed money you were hiding in that box labeled "Not weed money."

Max: I'm gonna go check out the bathroom again. You know you've made it when you have an industrial flush.

(Episode 2, season 6)

It happened when Max and Caroline opened their dessert bar, the two girls wanted to employ a bartender. At the same time, Caroline felt their success, and said to Max, "We did it." Actually, what Max needed to answer was "yes, we did". But she said this dessert bar cost all the money that Caroline got from a big deal, which was irrelevant to Caroline's words. After Max said, Caroline moved on Max's words, which kept the conversation going. Although Max's response was irrelevant, she expressed their hardship of starting a business in a humor way, and she was proud that she had Caroline this friend.

Conversation 8:

Max: Hey, I'm sleeping at Dick's house tonight. Wink, wink, wink, wink.

Caroline: Dick's house? You mean your boyfriend's dumpster?

Max: Yeah, so I need a, uh....

Caroline: Tetanus shot? Higher standards?

Max: No, a condom.

(Episode 14, season 3)

In this conversation, Max was going to spend the night at her boyfriend's house, and she needed to take birth control tonight. When she said to Caroline what she needed, Caroline first spit out a tetanus needle to indicate that her boyfriend's big bin was not clean. This unanswered utterance seems to be irrelevant, but makes the audience laugh.

Conversation 9:

Han: I guess with all your movie money you two can move on and I can hire two waitresses who don't use my office as a gambling hall.

Max: Caroline already spent all the movie money on the dessert bar. Also, I you're your office in 20 minutes. We're interviewing a new roulette dealer.

Han: Can you at least tell people not tout cigarettes out on my family photos. There's a giant hole in my grandma.

(Episode 2, season 6)

In this dialogue, Caroline and Max would take part in their press junket to promote the movie, so they needed a short break. But Han was not willing to allow. So Han said these words to make a crack with them. Max followed his words and said, "We will interview a new roulette dealer." However, Han's response seemed to be irrelevant, and he said, "Do not ask these people to tout cigarette out on my family photos." Although it was not a direct answer, he tacitly approved her words. The discursive answer saved the awkward atmosphere created by Han himself, and saved the relationship among them. The purpose was that Han wanted to tell them not often to take time off. By violating the maxim of relation, the comic effect was achieved, and the relaxing atmosphere was created.

D. Humor Produced by Violating the Manner Maxim

For the maxim of manner, it is related to "how to say". Violation of the manner means that the speaker often uses puns, ambiguous speech or verbal abuse of the language when he speaks. In this way, ambiguity is resulted, and humor is also produced. In our daily conversation, successful communication can be created by violating the manner.

Conversation 10:

Sophie: It's coming! It's coming! It's here.

Oleg: the baby?

Max: a baby. Oh, good, our goober driver's here.

(Episode 2, season 6)

Given the dialogue scenario, Sophie was having a baby and she needed a car to go to the hospital. When she said, "It's here. It's here", what she pointed "it" was that the car was coming. But Oleg believed that 'it' was the baby. And the ambiguity occurred, and the maxim of manner was violated. Meanwhile, Max regarded Han as the baby, so the misunderstanding of baby was full of ambiguity. But the tense atmosphere was relieved, and Oleg could be relaxed. Although they violated the maxim twice, their expression made audience feel funny. Enjoying this humorous conversation, ambiguity can bring humor without question.

Conversation 11:

Tour guide: Look, girls, I'm not just talking about your business. All the business on that block is gonna closed. It's getting plowed for an IMAX theatre.

Caroline: Oh, my god.

Max: I know. Another Max is getting plowed on our block.

(Episode 1, season 5)

This dialogue happened when Caroline and Max looked for the tour guide and asked for an explanation that he bad-mouthed their business. However, the tour guide accounted for that an IMAX theatre would be built on this block, and all business would go down. But 'Max' was full of ambiguity. Max made an interpretation for 'Max' of IMAX as a person called the same name with her, Max. Max deliberately uttered ambiguous words to express her true ideas, and humor was also produced.

Conversation 12:

Max: Oleg, how do you feel about Dogs?

Oleg: Loved it. Saw it nine times on Broadway. Very clever show but a little expensive.

(Episode 3, season 3)

Max wanted to take in a stray dog, but Caroline's opposition was a problem. Max had to inquire in the circle of friends if anyone wanted to adopt. When asked Oleg, Max's questioning violated the guidelines of the manner, because during the conversation, the question "How do you feel about dogs?" was ambiguous, which made the expression more humorous. The zero article "dogs" can abstractly represent animals such as dogs, and can also denote the musical "Dogs". Oleg's comprehension of the question belongs to the latter.

The tactics above are classified on the basis of the violation of the four maxims under CP: quality, quantity, relation, and manner. In this paper, it focuses on the conversational implicature by the successful employment of the language skills when one of the four maxims of CP is violated. From all the instances, people are able to understand why the guests choose to violate the maxim, and take advantage of CI and CP to create humor in their conversation. At the same time, beyond the help of these maxims, people will improve their speaking skills, and then a successful interpersonal relationship can be kept, and an efficient exchange can also be achieved. The most important is that people will also better understand the verbal humor of the western situation comedy, and the multi-cultural communication can be realized.

V. CONCLUSION

Humor is a kind of wisdom that can reflect one's personality, thoughts, and level of education; and it can also reflect one's ability to use language, improve social relationship, and create a relaxed working environment for others. Humorous words contain wisdom, which is characterized by making people laugh. Humor not only shows a relaxing and positive attitude, but also euphemistically expressed opinions, evaluations and critical suggestions. In short, verbal humor has great social functions and research value. *2 Broke Girls*, as a prevalent sitcom, not only offers joy and laughter to the audience, but also brings various surprise for life.

CI is a good way to illustrate the production of humor as a special conversational implicature. Humor in English is diverse and ever-changing, thus CI and CP do not explain all humorous discourse. In addition to CP and CI, humor is inseparable from national culture, history, and natural laws of society. This paper mainly analyzes the emergence of humor in *2 Broke Girls* from the aspect of violation of CI, which will help people better appreciate American comedy, and make English lovers and learners get the charm of English and its related culture, and keep the conversation going smoothly. Of course, the linguistic data in *2 Broke Girls* is very abundant. This paper lists only a few. More humor is needed for the audience. The *2 Broke Girls* has been broadcasted to the sixth season, which can bring more joy to the audience while it can also bring more research perspectives for scholars. As a result, the study of verbal humor from the aspect of violation of CP under CI theory is just a narrow perspective, and it can be improved from the perspective of both the width and depth.

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Xiaorui Huang was born in Shanxi, China in 1995. She will receive her Master's degree in English linguistics from Shanxi Normal University, in 2021.

She is currently a graduate student in her second year, and majors in Foreign Linguistics and Applied Linguistics in Shanxi Normal University in Lin Fen, China. Her research interests include translation and language teaching practice.

Ms. Huang has published one paper about translation, named *An analysis of the Translation Style of New Cyber Words Based on Cultural Translation Theory*.

Space and Politics of Identity in “Eli, the Fanatic”

Tianyu Chen

Shanghai International Studies University, China

Abstract—In Philip Roth’s short story “Eli, the Fanatic”, the construction of Eli’s cultural identity is interwoven with the game of space. Space not only represents the change of Eli’s cultural identity, but also participates in its constitution as dynamics. Eli, representing the Americanized Jews of Woodenton, tried to marginalize the Jewish culture through isolating and encoding the physical space where the displaced persons temporarily dwelt. Shutling between Woodenton and the Yeshivah, Eli was caught between American culture and Jewish culture. He was trapped into a liminal space full of cultural collision, which caused him to reconsider his location of culture. The implosion of liminal space triggered by Eli’s ambivalence about two cultures urged him to conduct spatial practice on his body, which indicated his embrace of Jewish identity. The fluidity of Eli’s cultural identity reflects Roth’s nonessential thought on cultural identity.

Index Terms—Philip Roth, “Eli, the Fanatic”, cultural identity, space, body

I. INTRODUCTION

First published on *Commentary* in 1957, “Eli, the Fanatic” explored Jewish issues such as Jewish life in America after the Holocaust and the relationship between newly-arrived Jews and settled ones in the “post-alienation era” (Qiao, 2003, p. 57). Eli, the protagonist, was an attorney and he lived in a rich community named Woodenton where both Jews and Gentiles dwelt. To keep their standing in the neighborhood, the Jews lived in an American way. Yet Tzoref, a newly-arrived Jewish rabbi, planned to establish a Yeshivah (Jewish school) within the community to accommodate 18 Jewish children and a young Hasidic Jew whom he had just brought out of a concentration camp. It was considered by the Jews of Woodenton as a threat to the harmony of the whole community. Thus Eli was appointed to disband the Yeshivah through the law that a boarding school cannot be established in a residential area. During the negotiation with Tzoref, Eli gradually changed his idea. He tried to persuade the Jews of Woodenton to allow the displaced persons to stay, with the condition that the young men shall wear a suit when in town. Eventually taking on the traditional Jewish young man’s costume, Eli became the fanatic in his neighbors’ eyes.

The short story has abundant and prototypical meanings. Aarons suggests that “Eli is the nucleus of Roth’s evolving characters living out counterlives” (Aarons, 2007, p.21). Rabin comments that ““Eli, the Fanatic’ seems to encapsulate and further explore several of the issues raised in the other selections, including the tension between the public sphere and private life, the relationship between clothes and identity, the implications of survivor guilt, and the nature of postmodern identity” (Rabin 2005, p.20). Among all these issues, Jewish identity has attracted much attention in the scholastic community. Aarons states that Eli represents “the ambivalence toward Jewish identity that sees Roth through his fiction into the twenty-first century” (Aarons, 2007, p.14). Pozorski believes that “identity is not essential, but a performance” (Pozorski, 2014, p.6) when Eli slipped into the Hasidic Jew’s clothing. Their opinions are insightful and lay a foundation for further exploration of the relation between identity and space. The connection between space and Jewish identity is indicated by “DPs” (Displaced Persons) used by Woodenton Jews to call the survivors of the Holocaust. Cultural belonging can also be noticed in the word “ghetto” which has strong spatial implication. Thus, space is significant for the constitution of cultural identity.

As for cultural identity, Stuart Hall offers two ways of thinking. “The first position defines ‘cultural identity’ in terms of one, shared culture, a sort of collective ‘one true self’, hiding inside the many other, more superficial or artificially imposed ‘selves’, which people with a shared history and ancestry hold in common.” (Hall, 1996a, p. 223) It means that our common historical experiences and shared culture provide us with a stable and constant essence for our cultural identity. “Cultural identity, in this second sense, is a matter of ‘becoming’ as well as of ‘being’.” It has origins and histories, but it is not fixed. Instead, it is subject to the “‘play’ of history, culture and power”. (Hall, 1996a, p. 225) Eli’s story seems to show Roth’s agreement with the second way of thinking about cultural identity. Eli as the cultural subject submits to the play of modern American culture. But he is still connected to the traditional Jewish culture, which causes his identity anxiety. This essay argues that Eli’s cultural identity experiences three stages----assimilation by American culture, dilemma between American culture and Jewish culture, and identification with Jewishness. Space not only represents the change of Eli’s cultural identity, but also participates in its constitution as dynamics.

II. SPATIAL REPRESSION AND THE MARGINALIZED JEWISH IDENTITY

Mike Crang sees culture as a special phenomenon that can be located (Crang, 2003, p.3), so culture can be spatially presented through landscape. Landscape thus becomes a text which can be read and interpreted. The first physical space presented at the beginning of the short story was the Yeshivah where the displaced persons temporarily settled. The

Yeshivah confronted the Woodenton community in an unequal way. The two spaces had totally different landscapes. The Yeshivah was located in the outskirts of the town and was far away from the community. It was a subspace, while the community occupied the central space. The former was surrounded by lawn and a jungle of hedges and was always dark because candles were all they had. On the contrary, the latter was bright due to the blinking street lights. Darkness meant mystery and antiquity which was a feature of Jewish culture, while brightness symbolized prosperity and modernity which characterized American culture.

The confrontation of two spaces indicated the repulsion the Jews of Woodenton felt against traditional Jewish culture and their ongoing identification with American culture. It was due to their fears of exile and persecution as well as their sense of shame about Jewish culture. For one thing, the Jews of Woodenton had migrated from eastern Europe to the US and moved from ghettos in big cities to the upper middle-class community. They had changed from poor Jews to rich Americans. They cherished their present cozy and stable life even if it meant that they had to obscure their Jewish identity. But the newly-arrived Jews, especially the Hasidic Jew in black coat and black hat, kept reminding them of their Jewishness which they had constantly tried to hide. The man made them have the sense of uncanniness because he brought the collective memory of diaspora back. They were afraid that it would offend the Gentiles in Woodenton and lead to their diaspora again. For another, Jewish culture was always stereotyped. The Jewish characters in classic literature such as Sherlock in *The Merchant of Venice* and Fagin in *Oliver Twist* were usually repulsive. Sometimes Jews themselves felt embarrassed about their customs. For instance, the Jewish heroine in Anzia Yeziarska's "Children of Loneliness" despised her father's Jewish table manners. In "Eli, the Fanatic", the Jews of Woodenton also did not like Jewish culture as they were annoyed by the Hasidic Jew's attire and the dead language Tzoref used. They claimed that "this is a modern community" (Roth, 1993, p.256) and "this is the twentieth century" (Roth, 1993, p. 258). The Woodenton Jews displaced their fears of expulsion and persecution and their lack of cultural confidence onto the Hasidic Jew, so as to ensure their Americanness and their current life.

The intensive repugnance of Woodenton Jews for the displaced persons was indicated in the spatial oppression against the Yeshivah. During the negotiations Eli offered two conditions: "1. The religious, educational, and social activities of the Yeshivah of Woodenton will be confined to the Yeshivah grounds. 2. Yeshivah personnel are welcomed in the streets and stores of Woodenton provided that they are attired in clothing usually associated with American life in the 20th century." (Roth, 1993, p.262) This was how the Woodenton Jews controlled representation of space in the community. Henry Lefebvre introduces a conceptual triad. "The spatial practice of a society is revealed through the deciphering of its space." It is perceived. Representation of space is "conceptualized space" and it is conceived. Representational spaces are actually lived spaces, tending "towards more or less coherent systems of non-verbal symbols and signs". (Lefebvre, 1991, p.38-39) Through the conditions, Woodenton Jews were conceiving the representation of space within the community and they tried to maintain the representational space by removing "abnormal" symbols and signs that were not that American, such as the black robe. The Yeshivah as a space was degraded and marginalized. So was the cultural identity of its inhabitants. However, had the Woodenton Jews themselves been a part of the mainstream American society? Hasia Diner held that Jews had been a part of America, but they were only culturally peripheral. (Diner 2003, p.110) Both Jews of Woodenton and the displaced persons had a marginalized cultural identity.

Though being marginalized, the Yeshivah as a cultural enclave owned the force to deterritorialize and reterritorialize the Woodenton community. A cultural enclave is a distinct cultural unit enclosed within an alien territory. Although the Yeshivah was located in New York State, it became a shelter for the displaced persons who were identified with Jewish culture. They obeyed the power operation of Woodenton by confining themselves to the Yeshivah, which was actually a protection of their distinction. The most common way for a different culture to represent itself is geographical isolation. Unlike Woodenton Jews, the displaced persons were willing to admit their otherness. They studied the Talmud, wore Jewish attire, spoke Yiddish and had Jewish diet. All these activities helped them to change the spatial representation of Woodenton and to create a representational space which satisfied their need. This cultural enclave would continue influencing the spatial order of Woodenton and would cultivate cultural dynamics so as to deterritorialize and reterritorialize Woodenton. The awakening of Eli's Jewish consciousness was an example, which would be discussed in the next two sections.

III. SPATIAL SHUTTLING AND THE AMBIVALENT CULTURAL IDENTITY

The Yeshivah and the Woodenton community were almost mutually exclusive. Only two persons---Eli and the Hasidic Jew, shuttled between the two physical spaces. Both of them caused negative reaction when they stepped into each other's space in their own clothing. Eli in his suit scared the children away and the Hasidic Jew in his black coat annoyed Woodenton Jews. What influence did the spatial shuttling have upon the two? The inner world of the Hasidic Jew remained unknown, yet Roth gave plentiful description of Eli's thought. Going back and forth between the two spaces, Eli's mind became a field where the cultural collision happened. He was trapped into a liminal space where both cultures were influencing him. It forced him to reconsider his cultural location.

"Liminal" means threshold in Latin. Liminality is used to describe the ambiguous and uncertain situation of in-betweenness that individuals experience when they are facing the transition of social role or of life stages through "rites of passage". (Gennep, 1960, p.20-21) Liminality offers a different view to understand cultural identity of those

who are in a double or multiple culture context. "Liminal entities are neither here or there; they are betwixt and between the positions assigned and arrayed by law, custom, convention, and ceremonial." (Turner, 1991, p.95) Eli was between the American culture that valued legal institution and the Jewish culture which stressed morality. But he could be identified with neither one, which put him in a liminal space.

Liminal space was full of ambivalence. The ambivalence brought by the conflict between law and morality was highlighted by Eli's profession as an attorney. His shuttling between the two spaces not only was meant to mediate the collision between two cultures, but also implied his effort to find the balance between law and morality. During his first visit to Tzuref, he put more weight on the law. When Tzuref asked in a puzzling way: "The law is the law...The law is not the law. When is the law that is the law not the law?" (Roth, 1993, p.251), Eli replied with the specific article that "you can't have a boarding school in a residential area" (Roth, 1993, p.251). Their different language styles referred to different cultural systems and ways of thinking. Eli was under great pressure during and after the meeting. He had difficulties in completing his job not because of his incapability but his awakening conscience. When he got home, the complaint about and terrible attitude of the Woodenton Jews towards the displaced persons revolted Eli. He seemed to have a sense of guilt about his behavior. Without the community's knowledge, he offered a compromise so that the Yeshivah and the community could coexist.

But neither the Jews of Woodenton nor Tzuref was satisfied with his compromise. The intensifying ambivalence of the liminal space caused the heterogeneity of Eli's cultural identity. Roth apparently gave more description about Eli's second visit to the Yeshivah, and the conversation between Eli and Tzuref was more radical and meaningful. When Tzuref defended the Hasidic Jew, he told Eli that a medical experiment was performed on the man and nothing was left except for the clothing. Eli was forced to confront the history of Holocaust through the lively individual experience which would constantly sting him. Tzuref further pointed out the hypocrisy of law. He accused Eli of his indifference and immorality: "What you call law, I call shame." (Roth, 1993, p. 266) It aroused Eli's sense of shame. Meanwhile, Tzuref kept asking questions which guided Eli to reconstruct his cultural identity. The change of Eli's attitude towards his belonging was apparent from "I am them, they are me" (Roth, 1993, p.265) to "I am me. They are them. You are you" (Roth, 1993, p.267). It was a symbolic statement "signifying the detachment of the individual or group either from an earlier fixed point in the social structure, from a set of cultural conditions" (Turner, 1991, p.94). Separating himself from the Woodenton Jews and unable to identify with the Jews in the Yeshivah, Eli became the double "other". The twofold isolation increased his ambivalence, which made him more anxious than ever to solve the problem. In his view, the only way to satisfy both sides was that the Hasidic Jew changed his black coat to a suit. He sent the Hasidic Jew his best suits. For him and the Woodenton Jews who were surrounded by consumption culture, clothes were goods which were branded and could be replaced, while for the man, the clothing was the only thing left that marked his cultural identity. It stood for his belief and life meaning. Eli was unable to understand it, as he did not understand the collective trauma of the displaced persons left by the Holocaust. He could only try to feel the psychological pain by physical pain when he imitated the man's howl. However, he began to have sympathy with the Holocaust survivors. "In the ability to empathize with the victims of the Holocaust and to identify with the collective trauma of the Jewish people lay the only hope for a meaningful existence in 1950s America." (Writh-Nesher, 2001, p.107)

Eli endeavored to keep the coexistence of two spaces and attempted to balance the liminal space. On the one hand he wanted to maintain the standing of Woodenton Jews in the upper middle-class community and to finish his job. He offered his best suits to the Hasidic Jew so that the man could remove his cultural mark and become "invisible". On the other hand, he tried to make the Woodenton Jew less prejudiced as well as less indifferent and to make the survivors' settlement possible in response to his conscience. But his effort could not be accepted by either side. He received complaints from his neighbors and criticism from Tzuref. As a double outsider, he had great anxiety. The ambivalence of liminal space finally caused its implosion when the Hasidic Jew gave Eli his only clothing in return.

IV. SPATIAL PRACTICE AND IDENTIFICATION WITH JEWISHNESS

Body is a kind of space with various implications. "It is a concrete physical space of flesh and bone, of chemistries and electricities; it is a highly mediated space, a space transformed by cultural interpretation and representation; it is a lived space, a volatile space of consciousness and unconscious desire and motivation--- a body/self, a subject, an identity: it is, in sum, a social space, a complexity involving the workings of power and knowledge and the working of the body's lived unpredictabilities." (Soja, 1996, p.114) When Soja illustrates the multiple nature of body, Lefebvre states the relation between space and body. "[T]he body with the energies at its disposal, the living body, creates or produces its own space; conversely, the laws of space... also govern the living body and the deployment of its energies" (Lefebvre, 1991, p.170). In other words, body and its surrounding space are mutually related and affected. For one thing, body is active. Body with its dynamics could accomplish self-adjustment and change the view of its surrounding space. For another, body is passive. According to Michel Foucault, body can be disciplined in a specific and special space by power.

In the short story, the Jews of Woodenton, who were in a different cultural space, had consciously Americanized themselves. They had changed their bodyscapes through language, clothes and behavior to adapt to the new environment. Their fears of expulsion and persecution together with their sense of shame about Jewish culture gave them unintended results and an inability to change the surrounding space, which enhanced their identification with

American culture. What was worse, they tried to discipline the Hasidic Jew's body by forcing him to take off his black clothes. He changed into Eli's suit and paraded this in the public area of the community to show his obedience and to exchange his and the children's living space, but he lost his most important private cultural space when he could not choose what to wear.

The body of the Hasidic Jew was passive while Eli's body was active. Body is the object of spatial oppression. It is also a means of resistance. The unconsciousness in Eli's body prompted him to reconsider and reconstruct his cultural identity and his bodyscape changed from within to form a rebel force. Taking off the suit that represented modern American culture and taking on the traditional Jewish attire was a kind of spatial practice he conducted upon his body--- a social space he could control. It was conducted in a state of both unconsciousness and consciousness: "he found he'd slipped the white fringy surrender flag over his hat and felt it clinging to his chest" (Roth, 1993, p.286). Jewish culture as the long repressed collective unconsciousness finally came to Eli's consciousness.

Eli made full use of the mobility of his body and created a movable cultural space to influence the spatial order of Woodenton. The behavior and production of body played a decisive role in constructing space. When Eli in the Jewish attire walked in the most populous streets of Woodenton, he was embedding his body into the space of Woodenton community. He was leaving something Jewish in the cityscape and announcing his cultural belonging. Eli's parade resulted in the spatial disorder of the community and shocked the Jews in Woodenton. Everyone thought that he was "having a nervous breakdown"(Roth, 1993, p.293). Eli's behavior seemed to be self-punishment for his disconnection with Jewish culture and his indifference to the displaced persons. It was also "the rite of passage" through which he stepped out of the liminal space and transformed his cultural identity.

However, his spatial practice diverted from the spatial representation of Woodenton, so the Woodenton Jews must take measures. "In a moment they tore off his jacket---it gave so easily, in one yank. Then a needle slid under his skin. The drug calmed his soul, but did not touch it down where the blackness had reached." (Roth, 1993, p.298) The central space was so powerful that it controlled the heterogeneous space so easily. Eli's spatial practice stopped and his body became the object of discipline. He finally lost his voice like the Hasidic Jew and was regarded as a fanatic. But was he really a fanatic? The answer was negative. What seemed to be madness was actually his resistance against and mock at real madness --- Woodenton Jews' inhumanity in a silent and covert way.

It was doubted that Eli could completely reconstruct his Jewish identity through changing clothes. But his body was a space with social, psychological and cultural meanings. In that space interests of Woodenton Jews and the displaced persons collided, legality and morality confronted each other, and American culture and Jewish culture met. There were diverse possibilities. How to constitute the cultural identity was not a personal problem that Eli had to deal with, but a common one that all Jews need to handle. Caught between powerful American culture and distant Jewish culture, what should Jews do when the choice of cultural identity gets involved in personal interest? Roth apparently objects to being totally integrated into American culture, but it was difficult to avoid being assimilated and to stick to Jewish culture as Eli and the man showed.

V. CONCLUSION

Human existence is spatial. Space has an impact on people's answer to "who I am" and vice versa. Eli's construction of cultural identity was closely related to space. His estrangement from, ambivalence about, and connection with Jewish culture was presented through the spatial opposition between the Woodenton community and the Yeshivah, the spatial shuttling and his spatial practice on his own body. The spatial narrative makes the living crisis and identity issue of Jews in America more concrete to readers. In the end, having lost the black attire and being regarded as a fanatic, Eli seemed to be in another liminal state, which implied the difficulty as well as possibility of identity constitution. Roth's understanding of cultural identity was non-essential and post-modern as Eli's cultural identity kept changing. Cultural identity sometimes is hybrid because of the subject's location in more than one culture. Stuart Hall writes that "identities are about questions of using the resources of history, language and culture in the process of becoming rather than being" (Hall, 1996b, p. 4). Till the end of the story, Eli's constitution of cultural identity was still on-going and transformation is a part of it.

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Tianyu Chen was born in Yueyang, China in 1992. She is currently a PhD candidate of the School of English Studies, Shanghai International Studies University, Shanghai, China. Her research interest includes contemporary American literature.

A Study of Written Errors of Iranian Learners: A Systematic Review

Ali Akbar Khansir

Bushehr University of Medical Sciences, Bushehr, Iran

Farhad Pakdel

Shiraz University of Medical Sciences, Shiraz, Iran

Abstract—The collection of this systematic article was an attempt to show a survey of current activities in the field of error analysis in English language from 2012 to 2018 in Iran. In the country, English is being taught as Foreign Language from middle school. Khansir and Gholami Dashti (2014) mentioned that English accepted as language to pass in the examination. However, English system in this country often put on formal accuracy and teachers focus on the teaching of English grammar in their classes. Error analysis approach has been a widely discussed topic for more than 60 years over the world. However, all the findings of this paper from previous research works on error analysis can be good reasons in order to guide and help reduce such errors in the written language of Iranian students in EFL setting and the results of this work can also be used to as a guide for English learners over the world. This article identifies and presents the major reasons leading to the English written errors among the Iranian learners. Finally, it reports the effective strategies and suggestions for helping the students to improve their English language. The researchers of this study studied 178 papers in this process and 37 of the papers were relevant.

Index Terms—error analysis, contrastive analysis, EFL learners, English language teaching and learning, English as foreign language

I. INTRODUCTION

Issues concerning error analysis approach in English language learning have been widely discussed for more than sixty years. Error analysis approach is still frequently and efficiently used in English language learning today. There are also studies on the relationship between error analysis and English language learning in EFL setting. It is important, therefore, to come back where knowledge of the history of Error analysis approach if we want to understand better and easier why have EFL learners committed errors in their target language. Khansir (2012a) reported that error analysis approach appeared as reaction to Contrastive Analysis Theory in the sixties in order to reveal that errors committed by learners in target language were not only because of native language interference. However, the perspective of error analysis is provided by Corder's paper "The Significance of Learner's Errors in 1967. From this article we turn back to see that learner's errors are seen as an integral part of language learning and provide a good feed back to the linguist, teacher, and student interested in the process of target language learning in ascertaining. Khansir (2008a) added that the value of error analysis is that it is a systematic analysis can be used in order to guide the language teacher, learner and the course designer along with the producer of the teaching materials to get know their target language. Corder (1974) followed this discussion about the value of error analysis in language teaching and described that systematically analyzing errors committed by language learners makes it possible to determine areas that need reinforcement in teaching. Khansir (2008b) argued that error analysis enables teachers to find out the sources of errors and take pedagogical precautions toward them. Thus, the analysis of learner's language has become an essential need to overcome some questions and propose solutions regarding different aspects.

As mentioned above, in recent years, error analysis approach has become increasingly popular in second and foreign language teaching circles. So, one of the main aims of error analysis approach is to identify students' problems and relate to the ideas of reflective and critical approach in order to consider worth looking into more deeply and systematically. The central idea of error analysis approach is to improve the language errors based on the information that found in the action of research. What we say is that the characteristics of error analysis approach can be described and known with specific methods of language teaching or language skills. Therefore, this approach is viewed as mainly with general rules and principles and derived from knowledge of sources in target language. It is time now to turn our attention to error analysis. Language teachers should use it to help and improve their students' target language in EFL or ESL settings.

In many countries such as Iran, language teachers have interested in knowing more about their students' errors in English language. The English language teachers in Iran (English as EFL setting) would like to be more effective teachers who provide the best learning strategies for their students. Error analysis approach can be an important valuable strategy to extend their teaching English language skills and help them gain more understanding of their work

as English teachers in their classrooms. Finally, from a point of view of training perspective in error analysis approach, the language teacher should be seen as an expert, as the source of information and ideas. His or her functions are to provide suggestions in order to solve problems of his/ her learners and sometimes he/she should intervene and point out better ways to the treatment of skills, techniques are particularly required in target language. However, error analysis approach is part of applied linguistics that has been going on in EFL and ESL generally for several decades.

Now let us give a brief overview of the historical development of Applied Linguistics, because error analysis has been appeared as a branch of applied linguistics. Applied linguistics came back to the year of 1940 and this term was developed to label a course applying a so-called "scientific approach" to teaching foreign languages (Khansir, 2013a). Wilkins (1999, p 7) mentioned that "in a broad sense, applied linguistics is concerned with increasing understanding of the role of language in human affairs and thereby with providing the knowledge necessary for those who are responsible for taking language-related decisions whether the need for these arises in the classroom, the workplace, the law court, or the laboratory." Varshney (1998, p. 313) added that "applied linguistics is the collective term for the various applications of linguistics (and phonetic) scholarship to related practical fields—foreign language teaching, lexicography, translation, speech pathology and therapy, error analysis, etc." We can conclude that the purpose of applied linguistics is to solve some problems in the language teaching and learning.

II. METHODOLOGY

A. Materials

The present paper seeks to analysis the written errors in English language by Iranian researchers. However, in Iran, English is being taught as a Foreign Language with a view to teaching English grammar. Therefore, the examination system in EFL classrooms often put a premium on formal accuracy. In this study, the thirty seven articles have analyzed the error analysis approach collected from reputable Academic Journals such as Applied Linguistics, English Language Teaching and Linguistics. This paper focuses on only the written errors in EFL setting in Iran.

B. Inclusion/Exclusion Criteria of This Study

The list below illustrates the articles which were included based on the following criteria:

1. The articles were conducted in Iran where English used as a foreign language.
2. The articles investigated the written errors of English language.
3. The articles were published between 2012 and 2018.
4. The articles were peer-reviewed journal publications.

So, the research papers were excluded based on the following criteria:

1. The articles were not conducted in Iran where English used as a foreign language.
2. The articles did not examine the written errors of English language.
3. The articles were published before 2012 or after 2018.
4. The articles were not peer-reviewed journal publications.

III. RESULTS AND DISCUSSION

Discussions about applied linguistics have always been colored by debates on fundamental issues in human language learning more generally and English language in particular. One of the issues debates of applied linguistics is error analysis approach. There are many research scholars who have worked on error analysis approach in EFL setting in Iran, their works are considered in the following paragraphs.

Sattari (2012) analyzed the written grammatical errors of Iranian students. They argued that the most errors were due to the influence of mother tongue in their research. Khansir (2012b) investigated the written errors of Iranian students in the field of syntax. He retorted that the Iranian students caused 2841 errors in English language. Thus, he pointed out that learning strategies and teaching programs are the main reason of the learners' errors in this research work. Based on this paper, the Iranian students need to be taught and encouraged more than what is being done in that time. Hariri (2012) examined the morphosyntactic errors of Persian students in Iran. All the students were female. They were asked to write an essay in English language. The findings of this research paper indicated that the female learners had more errors in the use of prepositions and then the use of articles. He added that they had fewer errors in the use of relative clauses and relative pronouns and wrong use of verbs. Therefore, Inter-lingual errors were the main category of errors and then category of transfer was the minimum errors in this study. Sabzalipour (2012) tested English sentences of ten Iranian students through translation strategy. She argued that the students made errors in English. Thus, the errors of this study include Inter-lingual errors' 31% and 'Intra-lingual errors ' 63%. She said that first language transfer was major cause of the errors among the students. Jalali and Shojaei (2012) obtained the developmental and fossilized propositional errors in the writing of Iranian learners in their compositions papers. They understood that the learners need to be given to the teaching of English propositions works in order to improve the students' works. According to the research of Iranian learners' errors was presented by Kafipour and Khojasteh in 2012. They argued that the sampling of their research work committed more developmental errors in their writing. Jabbari and Fazilatfar (2012) reported that

the most errors of Iranian students in this study were due to first language (Persian language). They added that the errors including grammar, lexical and phonological.

Khansir (2013b) considered the Iranian written errors in target language (English). Based on the result of his research paper, the participants made 3045 written errors in English language. Therefore, this study showed that the learners did not have good knowledge in supplying the correct rules of English writing. He added that the Iranian students need more practice in English writing and the Iranian English teachers should arrange the remedial materials on the basis of the degree of frequency recurrence. Tafazoli et al (2013) used translation strategy to get Syntactic and Morphological errors of Iranian EFL undergraduate students. They selected five hundred students for collecting data to analyses their work. Their project showed that the most errors of the learners were in use of articles in Syntactic and Morphological errors in their translation. After analyzing errors of Iranian intermediate students by Barzegar researcher in 2013, He recognized that the participants of the study caused more errors in Intralingual. Eftekhar and Nouraey (2013) found grammatical errors of the students were the most errors among the others types of the errors in this study. Boroomand and Rostami Abusaeedi (2013) investigated one hundred advanced Iranian students and then the participants were divided into two groups: fifty male and fifty female. This study indicated that the group of female committed more frequency errors in their writing. In the study of Khansir and Shahhoseiny in 2013, Iranian students made errors in three grammatical items such as Tenses, Active and passive forms and articles in English writing. Their work showed that the students' errors were systematic. In fact, they need more practice and get more knowledge of English grammar rules.

Solati (2014) studied the spelling errors of 40 Persian learners. The outcome of this research paper showed that the causes of spelling errors were committed by the Persian students were due to lack of knowledge of phonology, orthography, morphology, and mental orthographic images. He added that first language interference, overgeneralization, ignorance of rule restriction, and homophone confusion were the sources of errors in this study. Rahimi and Tafazoli (2014) analyzed the written errors of undergraduate EFL learners in Islamic Azad University, Iran. The findings of their study indicated that the Iranian EFL students committed the errors in the use of articles, verb groups, preposition, and wrong use of negative construction. They added that the articles errors were the most errors in this project. They suggested that the teachers should apply more flexible strategies in order to correct the students' errors and thus, they apply language teaching and learning strategy as a classroom strategy to improve the language learners are known as vital roles of the teachers. Yousefi et al (2014) examined the prepositions errors of Iranian EFL learners in English language. The outcome of the study showed that the prepositions errors made by the learners were due to both Inter-lingual and Intra-lingual interferences. They added that English prepositions of 'in', 'at' and 'to' cause the most frequent errors in this project. They suggested that students are more needed to teach preposition to them. Their teachers should raise the learners' knowledge of prepositions rules. Omidipour (2014) investigated errors of 40 Iranian learners in English writing. Thus, the errors of this study were categorized in three items such as Syntacticomorphological Errors, Orthographic Errors, and Lexico-semantic Errors. His results showed that first language of the learners is one of the main reasons of errors in this paper. He hopes that this study can help teachers for teaching English for their students. Satariyan and Mohseni (2014) set out a study on common errors in Iranian pupils writing. 190 Iranian pupils were selected for data collection. They asked the learners to write English essay. This study showed that the pupils had problems in Organization, mechanics and syntax and also they made vocabulary and discourse errors. According to the study of Rahmanifard and Yarmohammadi in 2014, the main reasons of learners' errors were poor linguistic competence. The errors of this paper were divided into five categories: vocabulary, phonological awareness, morphological and semantic relationships, knowledge of orthography, and mental orthographic images.

Golshan and Reigani (2015) studied the spelling errors of Persian female students of English in Iran. In this study, the Persian learners' spelling errors were related to a wrong use of vowels and pronunciation. They argued that the Iranian students had not good knowledge to recognize the actual sound system of English and the learners used their mother-tongues in their spelling, so they used the wrong letters. They suggested that the teachers should apply the following points in order to help their learners to improve their English spelling in writing:

1) teach more the rules of spelling; 2) drill and practice on spelling rules: suffixes and prefixes more; 3) encourage their students to read more reading materials; and 4) inform their students apply English spelling words loudly. Beheshti (2015) analyzed the written grammatical errors of intermediate, upper-intermediate and advanced Iranian students. In this study, the participants were selected based on the results of Oxford Proficiency Test. All the participants were selected by random sampling in this project. The students made some developmental errors and then they committed the most frequently occurring prepositional errors in their writing. Thus, in this study, the sources of the errors can be Inter-lingual and Intra-lingual and etc. Abusaeedi and Asghar (2015) conducted the written errors on one hundred advanced students in Iran. Their study showed that the sources of the errors made by Persian students were resulted from partial learning and imperfect mastery of the target language and interference of mother tongue. They suggested that this type of study with more participants should be more done and they believed that different learning strategies as well as teaching methods and techniques should be investigated with regard to the kinds of errors at different proficiency levels. Davoudi et al (2015) reported the written errors of a group of Persian thirty four undergraduate students in Iran. The findings of this project paper indicated that Iranian EFL students committed errors in paragraph writing such as content and organization, support and development, cohesion and coherence, structure, vocabulary and mechanics. They suggested that the feedback and commentary of the instructor on these aspects of the written errors in paragraph writing

should be examined. Tajareh and Khodareza (2015) dealt with the effect of English adjective by Error Analysis on the knowledge of Iranian pupils. They concluded that ways of using the error analysis had positive effect on L2 adjective. The results of study of Forutan and Mehranpour in 2015 showed that the errors of preposition were due to transfer between first and second language of the learners. Shahhoseiny is one of Iranian researchers studied on Iranian students' writing. She said that the results of her research work showed that the learners had large errors in paragraph writing and their errors were due to lack of knowledge of paragraph writing. She believed that the learners need more work in this area (2015).

Khansir and Ilkhani (2016) reported on the written grammatical errors such as tenses, voice (active and passive), and prepositions which were used in the form of multiple - choice tests. They selected one hundred Iranian students at undergraduate level in Bushehr city, Iran. The findings of this research indicated that the learners did not have perfect in using of English tenses, passive and active voice, and preposition in this research work. What the paper is saying is that there is a significant difference in types of written grammatical errors by the learners in target language. Solati (2016) conducted quantitative and qualitative methods for the collection of data at North Khorasan University of Medical Sciences in Iran. He studied the problems of the students in the use of English present simple tense. He used multiple-choice items as the test of this research paper for the judge of the learners' knowledge in the use of English present simple tense. The findings of this paper showed that the students were not aware of English present simple tense rules and they had confusion over a large number of verb forms and then they had not good knowledge in the use of the auxiliary verbs. He suggested that the use of Intra-lingual techniques in order to overcome the mentioned problems in this study. He added that both Inter-lingual and Intra-lingual interference strategies were the sources of errors in this research. Khansir and Hajivandi (2016) examined the written errors of one hundred sixty Iranian Medical students. Outcome of this project showed that the students have not perfected in using of English essay writing and structure of paragraph writing in this project. Dehbashi Sharif and Hassani (2016) pointed out English grammatical errors of Iranian researchers through the English translation of their abstracts of Persian articles in many Iranian academic journals. According to this study, grammatical errors such as prepositions, plural morpheme, articles, and parts of speech were repeated in most of the Iranian translated articles.

Khansir and Pakdel (2017) studied English clauses errors of Iranian learners at undergraduate level in Bushehr city. The subjects were in the age range of 20 to 27. They made 594 errors in English clauses. The findings of the research article showed that Iranian students had not good knowledge in this area and they suggested that they need enough drills to be conducted by teachers for them in order to increase their knowledge of English clauses and reduce their errors. Khoshsiman and Banaruee (2017) carried out an analysis on English common errors committed by Iranian EFL students. They selected 80 Persian learners for the purpose of data collection in their research project. Their study showed that first language interference was the most major important source of the errors in the students' English grammar and vocabulary. They added that the least common errors were various subtypes of punctuations in this work. Thus, the most common developmental errors committed by the learners were spelling. Pouladian et al (2017) investigated the written errors of a group of adult Iranian EFL learners in Iran. The outcome of this paper revealed that the learners committed the very common grammatical mistakes in verb tenses and thus, they made the most common categories of errors in cohesion and coherence and lexical sub-categories, relative clauses and incorrect use of target lexical item.

Bahrpeyma and Ostad (2018) conducted a study on English errors in the compositions of Iranian learners who were selected from two language institutes in the cities of Rasht and Bandar Anzali in the north of Iran. The results of this research work showed that the students committed the most frequent types of English errors in the area of Articles, Capitalization, Wrong verb tense and Subject/verb agreement. In addition, the most of source of errors was due the interference of their mother tongue. They suggested that the details of errors should be more investigated. For better work, they added that the English writing of undergraduate students will be investigated in the future research in those areas. Momenzadeh et al (2018) analyzed the written errors of medical students who were studied in Shiraz University of Medical Sciences. The findings of this project showed that the most consistent errors both in test and retest were omission. They suggested that their teachers should more focus on learners' specific areas of weakness and try to improve them. They should more focus on teaching methods and learning and teaching strategy. Salehil and Bahrami (2018) reported the written common errors of Iranian authors in forty scientific articles were written by students that were edited by an editing team at Sharif University of Technology, Languages and Linguistics Center. They investigated eight types of errors such as errors in word usage, articles, preposition, conjunction, and tense, errors in word order active-passive structures and subject-verb agreement. Therefore, the maximum errors committed in this paper were word usage (36.2%) and thus, the minimum errors made in this research were subject-verb agreement (0.7%). They added that the main reason for the errors can be related to the similarity or difference between Persian and English. The study of Yousefi in 2018 showed that Iranian students committed more errors in using English articles and present perfect tense. She believed that the learners should be taught the rules of writing and grammar, before they start writing.

IV. CONCLUSION

As results of this research paper, are carried out in EFL setting in Iran by the researchers mainly with the purpose of solving English problems in EFL classroom and improving the teaching and learning English process. So, one of the

main aims of this paper is to help in order to improve the teaching practice and learning strategy. This paper also sets out to help teachers develop sensitivity in encouraging them to develop a positive attitude towards their learners' errors. Thus, we hope that the suggestion of this paper will help for finding ways of correcting errors of the students.

The second stage of this paper is to decide which changes what we need to make in our teaching English through errors. Thus, one reason to change the way we teach is to solve learning problems. Problem-solving is the usual way that teachers along with syllabus designers make decisions about what to change in their teaching. However, it is also possible to explore teaching through error correction. Khansir and Pakdel (2018) mentioned that it is possible to develop the competence of pupils in target language through error correction. This study informs us that learning and teaching strategies and interference of mother tongue were the other reasons for learners' errors. Basically, the basic structure of this paper is to create a good interaction in English in meaningful ways through error analysis so that EFL learners can make progress in learning English. In addition, a successful project of error analysis is one that uses both contrastive and error approaches as one of the main subjects of applied linguistics. Finally, according to Khansir and Pakdel (2019), many researches on error analysis indicate that learner's errors are an integral part of language learning can be used as great strategy in teaching second and foreign language.

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Ali Akbar is Associate Professor of English Language Teaching at the Bushehr University of Medical Sciences, Bushehr, Iran. He has completed M.A. in English Language Teaching at the Aligarh Muslim University in 2003 and PhD in English Language Teaching at the Mysore University in 2010 in India He is the author of many books in the field of Applied Linguistics and English Language Teaching and published more than sixty articles in various Journals of English Language Teaching and Linguistics.

Farhad Pakdel is an English Language teacher at Department of English, Faculty of Paramedical Sciences, Shiraz University of Medical Sciences, Shiraz, Iran.

A Comparative Analysis of the Causes of the Heroine's Tragedy in *Tess of the D'Urbervilles* and *A Rose for Emily*

Xiaotong Zhang

Zhejiang Ocean University, Zhoushan, China

Yihui Li

Zhejiang Ocean University, Zhoushan, China

Abstract—From the perspective of feminist theory, this paper absorbs and inherits the existing research results, makes a deep interpretation of the two works, and makes a richer comparison and exploration of the tragic causes of Tess and Emily, which is conducive to a better understanding of the value of the works, revealing the significance of the works, and hoping to provide a new perspective to think for the study of their works and calling on the society to recognize the female subject status and self-identity, then to get rid of the shackles of traditional thoughts and to master the fate of themselves.

Index Terms—Tess, Emily, tragic reasons, comparative analysis

I. INTRODUCTION

As heroines of well-known masterpieces, predecessors or critics have studied the causes of Tess and Emily's tragedy from different perspectives, such as history, family background and so on, and come to many different conclusions. However, readers are still exploring these two masterpieces and eager to dig more secrets about fate. So the upsurge of solving mysteries seems endless. Secondly, there are many similarities in the causes of Tess's and Emily's tragedies, but it got few attentions. In short, whether there are other reasons for tragedy is still an unsolved problem.

Therefore, this study adopts the literature research method, through reading the relevant literature and books, analyzing and grasping the content of the works. At the same time, through feminist theory and critical thinking, this study will focus on the causes of their tragedies, trying to extract commonness by comparison. Furthermore, some suggestions are put forward for the acquisition of women's happiness.

II. THE BACKGROUND OF STUDY

A. Introduction of the Tragedy of Tess

Tess of the D'Urbervilles, which tells about Tess's difficult and unfortunate life, is generally regarded as Hardy's best novel. Her parents forced her to claim kinship, but she was seduced by Alec, the young master, and even gave birth to a child. Later, she fell in love with Clare, the priest's son, and got engaged. On the night of her wedding, she confessed her past misfortune to her husband, but was abandoned again. A few years later, Tess was entangled by Alec again. At this time, she had to live with her enemy because of her family difficulties. Soon, Clare came back from abroad and expressed regret for his ruthlessness. Tess realized that she had been cheated, thus killed Alec angrily. Finally, after a week of happiness, she was arrested and hanged.

B. Introduction of the Tragedy of Emily

A Rose for Emily is a famous short story by William Faulkner which took place in a small southern town after the Civil War. Emily was restricted by her father, still unmarried in her thirties, and deprived of the right to pursue happiness. After her father's death, Emily fell in love with Homer, a northerner who came to town to build the railway. When she found out that Homer had no intention of marrying her, she poisoned him with arsenic. From then on, Emily lived a life of isolation in a dilapidated closed house and slept with the dead for 40 years until her death.

C. Introduction of Feminism

So far, scholars have not been able to give a unified definition of feminism. This is mainly due to the twists and turns in the process of derivation, development and change of women's thought, which has a wide range of influence, making its content more diversified (Lin, 2018). In addition, feminists based on different backgrounds and positions often have different understanding of the concept of feminism, so it is difficult to make a unified concept of feminism in the world.

Historically, early feminism had two leading ideas, namely, the liberation of women as human beings and the liberation of women (Li, 2005). These two leading ideas gradually spread to Britain, other European countries and some

Latin American countries over time. With the development of this theory, the content is constantly enriched, which emphasizes a higher level of content, which is, calling on people to pursue gender equality and eliminate oppression in political, economic and social life.

For a long time, people regarded Thomas Hardy as a pessimist. There are many mysteries about him and his works. *Tess of the D'Urbervilles*, as one of his most influential masterpieces, not only aroused people's sympathy for Tess's tragic fate, but also made people explore the causes.

Generally speaking, western researchers always tend to think that Tess is the victim of fate, while domestic commentaries hold the idea that Tess's tragedy is a social one. In recent years, there have been some developments in the study that it is believed that Tess's tragedy is not only a social tragedy, but also the one related to character and destiny. The different emphases on the causes of Tess's tragedy domestically and abroad also make more people study it deeply.

On the other hand, William Faulkner is one of the most influential writers in the history of American literature and his short story "A Rose for Emily" reveals the irreconcilable contradictions and conflicts in the period of social change through the tragic fate of the heroine Emily.

At the same time, there are many scholars who have studied it from different perspectives to analyze the causes of Emily's tragic life. Through various superficial and potential reasons, we can deeply understand the social contradictions of southern American people in various aspects.

III. COMPARISON OF THE CAUSES OF THE TWO TRAGEDIES

A. *Social Environment*

1. The Distorted Social Moral Evaluation System in Victorian England

In the Victorian era, two worlds prevailed all the time: the rich and the poor. The child labor in the slums is extremely poor, while the bourgeoisie is extremely hedonistic and decadent (Wang, 2019). Despite her beauty and hard work, Tess, as a laborer and a poor agricultural worker, has a low social status and will naturally be oppressed and humiliated in capitalist society.

Women were limited by men both in society and at home, and the chastity was regarded as the standard to judge whether a woman is pure or not. Even if a woman is defiled and forced to lose her virginity, people will only fight against her, believing that she is evil and cannot be forgiven.

This is precisely to explain the reactionary political system of the bourgeoisie, which shows that the distorted moral evaluation system at that time only cares about the superficiality and ignores the importance of spiritual thought.

2. The Impact of the Disintegration of the Old South on the Aristocracy

After the war, Americans began to move towards the industrial age. In the southern society, the traditional aristocratic forces are shabby but stand still. Although they are declining day by day, they have a deep-rooted sense of racial superiority in their blood and look at groups weaker than their class forces with arrogant eyes (Yuan, 2018). Emily, as a declining aristocrat in the south, was the representative of the traditional southern society at that time.

The townspeople in the novel are immersed in the memory of the glorious past, and they urgently need a traditional incarnation of "idol" to give them spiritual support and comfort. Therefore, the descendant of the town aristocrat, Emily, becomes their eternal monument (Faulkner, 1993).

3. Unfair Social Status of Men and Women

From the perspective of equality between men and women, it is clear that Tess lost her independent status in such a male dominated society. Traditionally, a woman has to obey her husband like a poor slave. The social morality is mainly embodied in the male centered "chastity" (Pan, 2019). Even if the people of that era boldly challenged the old system, one could not give up social morality.

Emily, on the surface, one of the southern women, who represent the traditional virtues of the south, has a very high status. In fact, they are only accessories of the patriarchal society, while the so-called traditional virtues of the South "Lady demeanor" is just the shackles of the patriarchal society to women (Wan, 2018). In this period, women's social status was low and they were bound by traditional ideas, which made them suffer from mental and physical torture.

Although Emily keeps trying to fight for her rights, because of the unfair social system, it finally led to tragedy.

4. Suppression and Indifference of Neighbors and Townspeople

When Tess was seduced, pregnant and giving birth to a child, people discriminated against her and made her escape from her hometown to work as a milkmaid in a place no one knew her. It is clear that Tess herself is a victim, but people around her are talking about her guilty. The sense of guilt and inferiority makes her dare not face her lover.

As for Emily, the townspeople are advocates and practitioners of the patriarchal system. They always put Emily in a special social position; therefore, as a noble, she must abide by the social requirements for her identity, and cannot freely pursue her own happiness and live the life she wants. They even strongly opposed and tried to destroy Emily's love by various means.

In addition, after seeing Emily buy arsenic from the drugstore, people said that "she's going to commit suicide" which is the best destination for her (Faulkner, 1993). In their opinion, the best outcome they can accept is to bury her with the situation that matched her status as a lady in the south. This destroyed her expectation for happiness, and pushed her into the dark and twisted soul abyss.

B. Family Oppression

By the time Tess appeared in the novel, the family was on the verge of collapse. Her father is a foolish and vain peddler, and her mother is vulgar and shallow. The heaviness of the family has cast a shadow on her fate at the beginning. In order to show off their so-called "aristocratic" status and satisfy their vanity, Tess's parents hope to establish a relationship with their relatives. But it was this vanity that thrust Tess into the hands of the wicked. Finally, after her father's death, she had to sacrifice her personality to become Alec's mistress, in exchange for the family's settlement. Being forced to stay with the culprit brought her to the extreme of despair.

In contrast, Emily lost her mother when she was young and her father tried to activate her as a gracious lady who had to obey her father's arrangement. Emily's psychology has been in a state of loneliness and repression for a long time, so that after her father's death, she refused to admit it and not allow others to bury her father. This crazy behavior shows Emily's distorted character and her fear for her father as well as yearning of love.

C. Love Failures

1. Alec's Initial Destruction of Tess

Alec is a typical playboy. When Tess went to work in the chicken farm, he always looked for opportunities to approach her. Although Tess avoided him everywhere, she was too vulnerable to be against this hypocrite. In the dark, Alec seduced Tess who thus lost the most important thing of a woman in her times, which was an incurable wound in her heart and a heavy burden on her mind. Alec cruelly defiled the naturalization and put Tess on the road of tragedy.

2. Clare's Fatal Blow to Tess

The beginning of love and the end of abandonment destroyed Tess's spirit and soul, and made her go to the edge of life. Clare, an angel in Tess's heart, read widely, believed in science, doubted Christian doctrine, despised hierarchy, wealth and other differences—He was an idealized figure in the society at that time.

However, on the night of her wedding, after Tess told him about her past, Clare, who had always been open-minded, fell into deep pain. He was sad, distressed, and suffered from severe mental torture. It can be said that his atrocity destroys Tess's pure heart mercilessly, because his injury to Tess is no less than that of Alec, even more fatal.

3. The Attack on Emily by Homer's Betrayal

As mentioned before, Emily has never been married under her father's control. After father died, she met Homer, the embodiment of new ideas of industrial civilization in the north (Ding, 2010). But Emily's desire for love made her gradually let go and accept new things. Regardless of the difference of status, the criticism of the townspeople and interference from her relatives, Emily went out in a carriage with Homer quiet often.

Emily was completely immersed in the joy of love. However, Homer is "a man who has no intention of becoming a family" (Faulkner, 1993). He will not give up his original life for Emily.

Ironically, she put all her feelings into this love, but didn't get the due return. She was too sad for the variation and breaking of her feelings, and fell into a situation that she couldn't extricate herself, so she chose an extreme way to poison Homer, stayed beside him for more than 40 years, and cut off her contact with the outside world so that she could live proudly in the town as always.

D. Self Characters

1. Tess's Innocence & Emily's Arrogance

Just as pure lambs are easily lost and eaten by evil wolves, Tess's purity and goodness are easily destroyed by society's filthy hypocrisy. She lacks more precautions about Alec and when she confessed to Clare about her past, she always has a sense of crime, guilt and inferiority since she lost her chastity.

When it comes to Emily, she actually cherished her noble status. When she went to the drugstore to buy poisons, she ignored the owner's questions and arrogantly showed her dignity and her privilege over the law. This kind of arrogance is also reflected in her treatment of new officials.

On the other hand, she completely closed herself up, lived in isolation, and painfully maintained her most basic dignity. Emily's inability to face up to the changing society bravely further deepens her tragic fate.

2. Tess's Abandoned Resistance & Emily's Aborted Change

Another characteristic of Tess's character is resistance, but the biggest problem is that her resistance is not complete (Wang, 2019). Although she has enough courage to resist outdated morality and etiquette, she is indecisive. She abides by the rules of the time and always wanders among outdated circles, so she is doomed to become a tragedy. For example, although she despised religion, when her child died, she was afraid that her child would be forced to go to hell, so she secretly baptized her child (Hardy, 2011).

By contrast, after her father's death, Emily gradually realized the decline of the old age, so she made up her mind to change. In appearance, she cut her hair short as if she determined to start her life again; in character, she was no longer timid, and became brave and decisive; in love, she broke away from her father's control and began to pursue the true love she yearned for.

However, she is also a contradictory individual. As mentioned above, she adheres to the old ideas as well as dares to pursue happiness. It's just that she can't get rid of her deep-rooted ideas so she maintained her dignity in an extreme way.

3. Tess's Humility & Emily's Insanity

Tess's complete trust and infatuation with Clare shows her idea of male superiority and female inferiority from another aspect. After Clare abandoned her, she was still waiting for and looking forward to him. She had no complaints or struggles about Clare's abandonment. It can be said that it is because of the deep-rooted patriarchy that Tess can not evaluate herself correctly, nor can she establish a healthy relationship with her lover, so she has to fall into the tragic fate of dust.

Emily poisoned Homer and coexisted with his body for a long time, trying to keep her lover forever in this extreme way. She closed herself and guarded the eternal kingdom she imagined. Emily not only stays physically with the God of death, but also pushes herself to the abyss of eternal doom, so that she also dies with him (Ding, 2010).

IV. INSPIRATION TO WOMEN

A. *Keep Up with the New Ideas of the Times*

Emily and Tess, bound by the old ideas, are both impacted by the thoughts of the times. From the ideological point of view, both of them keep the old traditional ideas deeply rooted and cannot keep up with the new ideas in the period of social change. Therefore, it is possible to break through the shackles only by actively seeking women's own happiness and daring to challenge the various ethics formulated by men. They should fully expose the trampling and destruction of human nature by social defects and call for the change of its shortcomings.

B. *Set up Correct and Healthy View of Love*

From the perspective of love, Emily and Tess are miserable, because they are all over dependent on their lovers. Tess had full trust in Clare, no complaint or struggle about his heartless abandonment. And Emily used extreme way to poison Homer to stay with him forever. Such a humble and extreme view of love is bound to make women lose their souls and become puppets of men. Therefore, a correct and healthy view of love is essential to the establishment of women's happiness.

C. *Build an Independent and Inclusive Character*

Tess is kind, but she is too pure. She always has a sense of crime and guilt from the inner side. Once she meets such kind of problems, she just swallows her anger and keeps silent. On the contrary, Emily, we can't see the light of human nature in her. Her pride has been deeply rooted—She places herself in the dark corner, and despises anyone. Therefore, how to polish one's own character in the long course of life is also worth thinking about. If Tess can be more determined, Emily can continue to open up the inner world, maybe there will be a different ending.

V. CONCLUSION

There are many reasons for the tragedy of Tess and Emily.

First of all, under the historical and cultural background of the patriarchal society at that time, the two heroines were bound by traditional ideas, and the unequal social situation of men and women also made their tragedy more painful. Tess was clearly the victim of the injury, but she was despised and criticized by the people around her, and she was immersed in her own sin. While Emily is regarded as the symbol for she carries the glory and dream of the old South. Therefore, this society does not allow her to do anything without noble status and dignity, and this thought is deeply rooted in Emily's mind.

Secondly, Tess's poor and vain family undoubtedly increased her burden and forced her to give in. And Emily's father, the strict executor of the old order, sowed the seeds for Emily's tragic life.

At the same time, their lovers push them to the abyss. Alec is the first to put Tess in pain, and the heartless abandonment of her beloved Clare is a fatal blow to Tess. On the other side, Homer's betrayal to Emily completely extinguished Emily's hope, which led her to make the most paranoid behavior.

Finally, the two heroines have their own responsibilities. Tess is too pure, too cowardly, too careful on the views of others, and in her heart she thinks she is evil, thus can't bravely pursue her own happiness. While Emily is too lofty to carry out the so-called aristocratic rules to the end, unable to completely change the shackles of the old ideas, limited to the old world.

Even though Tess and Emily are quite different in spirit, they both end up in tragedy, which makes us have to reexamine the fate of women. The terrible patriarchal production may be the root cause, which affects the social atmosphere and people's spiritual level, thus gradually brewing the tragedy of Tess and Emily. We must admit that for women, if the whole society still allows patriarchy to prevail, then women cannot really pursue their love, life and spiritual abundance, thus women's tragedy cannot be avoided. Therefore, every woman must actively participate in the movement of changing society to write a new chapter of her free, noble and transcendent life.

From the perspective of feminist theory, this paper absorbed and inherits the basis of the research results, made a deep interpretation of the two works, and made a richer comparison and exploration of the tragic causes of Tess and Emily, which is conducive to a better revealing of the value and the significance of the works.

In addition, by analyzing the causes of the fate of the two tragic characters, we hope that readers can better understand the spiritual world of people under the specific historical environment, so as to carefully examine women

and their values. We also do hope that the thesis will still help you in some ways or provide a new thinking perspective for you.

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Xiaotong Zhang was born in Jiaying Province, China in 1998. She is currently a college student in Zhejiang Ocean University, Zhoushan, China. Her research interests include English literature, ancient myths and legends, and English teaching. She has a strong curiosity and passion for exploring the human nature reflected in various literary works

Yihui Li was born in Shandong Province, China in 1982. She received her MA degree from Sichuan International Studies University, China in 2009. She is currently a lecturer in the School of Foreign Languages, Zhejiang Ocean University, Zhoushan, China. Her research interests include western literary criticism and media ecology.

The Teaching Design of English Reading Based on Cultivating Students' Critical Thinking

Yu Jia

Chongqing Normal University, China

Lei Guo

Chongqing Normal University, China

Abstract—The High School English Curriculum Standard (2017 edition) states that it's crucial to cultivate core competences for students, which includes language ability, learning ability, cultural awareness and thinking quality. There is no doubt that critical thinking, as one of the key components of thinking quality, should be emphasized. However, due to the influence of examination-oriented education and other factors, most teachers tend to pay too much attention to the cultivation of students' language knowledge and language skills, neglecting the cultivation of students' critical thinking ability. The traditional mode of interpretation of language knowledge still dominates in most English reading teaching, teaching design tends to be modeled and text processing is so superficial that students can not understand the discourse deeply. Students in the classroom did not experience a deep thinking level of ability training. Therefore, teachers should think carefully about how to cultivate students' critical thinking in high school English reading class and adjust their teaching methods accordingly. This paper will take the teaching design of a reading lesson as an example to explore how to cultivate students' critical thinking in high school reading class.

Index Terms—English reading, teaching design, critical thinking

I. INTRODUCTION

In recent years, scholars and teachers abroad and at home have paid much attention to the core competences of English discipline. The High School English Curriculum Standard (2017 edition) states that core competence consists of language ability, learning ability, cultural awareness and thinking quality. Critical thinking is the key component of thinking quality, cultivating the students' critical thinking meets the requirement of education curriculum. As an important part of human thinking, critical thinking plays an important role in the development of science and technology, economic growth, social development and human progress and has been identified as one of the standards for high school accreditation and a long-standing outcome of education. English reading enables students to acquire language knowledge and information, and it is also a good way to cultivate critical thinking. Critical thinking is needed as an important means to process information when reading. However, in most high school English reading classes, teachers only focus on a superficial understanding of the text and training of reading skills. There are quite a lot of problems in the teaching design. For example, students' original cognition has not been activated; teachers do not interpret the text deeply or accurately which makes it impossible for students to comprehend the text correctly; teaching steps' lack of coherence; the design of the question after reading is separated from the text and cannot be connected with the students' real life, which makes the teaching boring and tedious, students' critical thinking cannot be effectively trained. The design of questions and activities can serve as a support for the cultivation of critical thinking, allowing students to discover, analyze and solve problems. Taking the teaching design of reading text *The Freshman Challenge*, chosen from *Unit 1 Teenage Life, Compulsory one, PEP* as an example, this paper explores how to cultivate students' critical thinking in reading teaching design.

II. CRITICAL THINKING AND CRITICAL READING

Critical thinking was first proposed by the American educator Dewey in 1909. So far, there is no unified definition. Liu Rude (2000) believes that critical thinking refers to the personal judgment of the authenticity, accuracy, nature and value of what is learned, so as to make reasonable decisions on what to do and what to believe. Halpern (2001) believes that critical thinking is the ability to analyze, synthesize, and evaluate information and the tendency to put these abilities into practice. Li Ruifang (2002) argues that the essence of critical thinking is a process of questioning, which gradually generates new views of the subject itself by asking different questions. Wen Qiufang (2006) believes that the cultivation of critical thinking should focus on the cultivation of the ability to think critically, the process of forecasting, evaluating, analyzing, refuting, and summarizing. Zhu Xincheng (2006) proposes that critical thinking is logic-oriented. It requires a rigorous approach to make reasonable and rational judgments about the people or things. This article argues that critical thinking requires students to use methods such as prediction, analysis, questioning, inference, summarization and judgment to recognize, understand, and process the information contained in the text, and then interpret, analyze

and evaluate the text to achieve a deeper understanding of the text.

Critical thinking and critical reading are two closely related concepts. Reading is an important way to cultivate critical thinking, and critical thinking is the premise for critical reading. Phillip (2002) points out that critical reading not only requires readers to understand the basic information, but also interpret its implied meaning. Fan Li (2008) believes that critical reading is not a way for readers to browse the text roughly and passively accept and memorize the content within it, but a reading strategy that analyzes, integrates and analyzes the author's views, intentions, and assumptions. Chen Lingjun (2010) believes that the purpose of critical reading is to analyze and evaluate textual information on the basis of the understanding of the text so as to help people form their own views and attitudes. Based on the definitions of several researchers, critical reading can basically be divided into two levels. The first level is the interpretation of the text, which means to understand what the author wants to express. The second level is to evaluate the opinions and attitudes conveyed by the text and express the reader's own opinions and attitudes.

Flynn (1989) points out some skills in critical reading, such as previewing, predicting, questioning, analyzing, summarizing, annotating and evaluating. The teaching design should guide students to employ critical reading skills to help students reach a deep and comprehensive understanding of the text, and their critical thinking will be trained and developed in the process of long-term practice.

III. AN EXAMPLE AND ANALYSIS OF TEACHING DESIGN OF ENGLISH READING FOR CULTIVATING CRITICAL THINKING

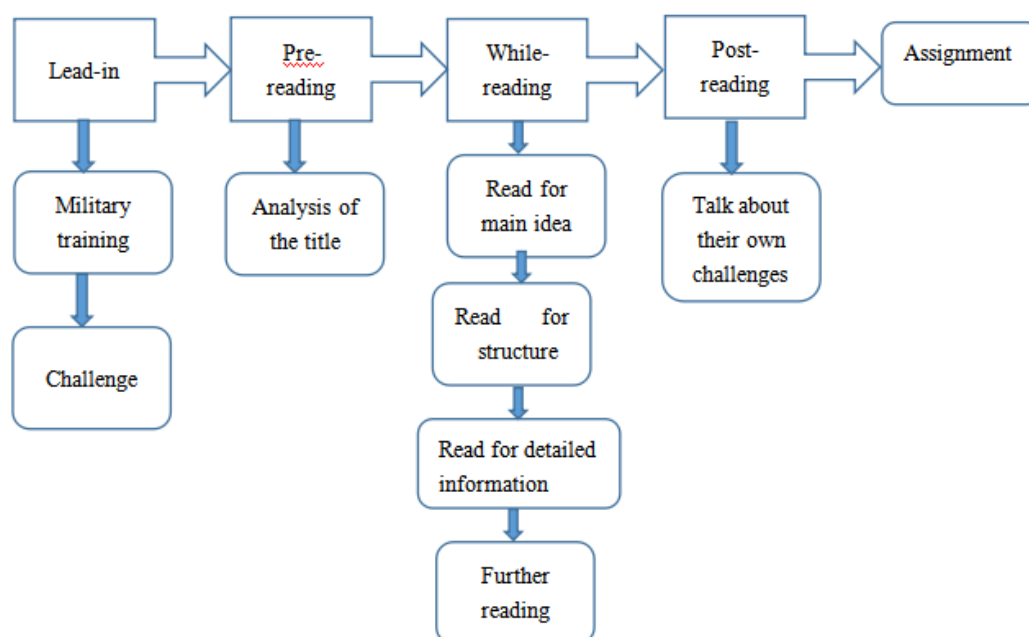
The author designed a reading lesson for Unit1: The Freshman Challenge which is selected from PEP.

Text analysis: The text is chosen from *Unit1 Teenage Life, compulsory one, PEP*, with the title: *The Freshman Challenge*. The passage mainly talks about the challenges Adam faced when he had just entered high school in the first person. It's a narrative writing. There are 4 paragraphs in the text. The content of the text is constructed according to "Main point-Supporting ideas". The first paragraph is the main point, which explains the confusion that Adam had in his first week of high school. The remaining three paragraphs describe Adam's challenges in choosing courses, extra-curricular activities and study, as well as his feelings and strategies dealing with challenges.

Students analysis: My students are in Grade one in a senior high school in Chongqing. They are able to get basic information about Adam's challenges in the text, which will be helpful to carry forward the teaching procedure. But they are not able to express their own challenges independently and need the teacher to provide scaffolding as guidance. This is also their first week in class. Since this text is about freshman challenge, which is quite close to their present lives, they may have great interest in it.

Teaching objectives: After learning, students can 1) Be familiar with the words: freshman, challenge, recommend...2) Figure out what Adam's three challenges are, his feelings and the solutions he takes. 3) Figure out the structure of the text. 4) Talk about their own challenges now according to the scaffolding.5) Analyze Adam's qualities based on discourse and learn from him.6) Learn some cultural knowledge about America properly.(Chinese course in America).The Focal points in this lesson are points 2 and 3, and students may have difficulties in analyzing Adam's qualities based on discourse alone.

Teaching procedure: The teaching procedure consists of 5 parts as follows.



Framework of Teaching Procedure

Step1 Lead-in

The teacher asks students the following questions.

Q1: What were you doing last week?

Q2: How many days have you been in military training?

Q3: Do you enjoy it? why?

T: Military training is the first **challenge** of your senior high school life.

[Explanation] For the students are new in senior high school, they have just finished their military training, it attracts their attention easily and they would be able to talk something about it. Q3 is designed to express their opinions. There is no doubt that some of students enjoy it while the others do not for the reason that it makes them too tired or exhausted, today's topic "challenge" can then be carried out smoothly.

Step 2 Pre-reading

Analysis of the title: "The Freshman challenge".

Q1: Paraphrase of the key word "challenge".

Something difficult: something that tests your strength, skill or ability especially in a way that is interesting.
Longman Dictionary Of Contemporary English

Q2: Brainstorm & Predict: What does "freshman" mean?

[Explanation] Firstly, the teacher tries to use paraphrasing to explain the key word "challenge", although challenge is difficult, it tests our strength, skill or ability. It guides the students to view the challenge critically. The teacher then uses word-formation to brainstorm and predict the meaning of the word "freshman", it is a compound word, so students' predictions vary. The information gap stimulates students' interest to check their predictions by reading. In the pre-reading part, the teacher can also ask the students to predict what the passage will talk about according to the title. As freshmen in senior high school, they have obviously encountered many challenges. As such, they will think from multiple angles and dimensions. In the meantime, the teacher can also interpret the inner meaning of the core word "CHALLENGE" as follows, and then guide students to be confident, active and energetic when encountering challenges.

C	Confident	You are sure to be the winner.
H	Helpful	It's a good way to test your strength and ability.
A	Active	Have an active attitude towards troubles.
L	Logical	A logical mind helps to solve problems.
L	Learned	Be learned in a specific field.
E	Earnest	Take it seriously and try your best to do it.
N	Nimble	A nimble mind creates more ideas.
G	Gamy	Don't be afraid of the challenge.
E	Energetic	Keep yourself full of energy to meet the challenge.

Step 3 While-reading

Activity 1: Read for main idea

After skimming, Teacher asks students the following questions.

Q1: Who is the writer of the passage?

Adam.

Q2: How about Adam's identity? How do you know it?

New student. Because this is Adam's first week in senior high school.

Q3: How was Adam's first week in senior high school?

The first week was a little confusing.

Q4: Why did Adam feel confused?

Because senior high school is a challenge.

Q5: Why does Adam think his senior high school life is a challenge?

(Tip: topic sentence: usually the first sentence of each paragraph)

[Explanation] Five questions in Activity1 are logically related, aiming to train students' reading skill by skimming for information. Question 1, 2, 3 and 4 are based on paragraph one. Q5 is to help them check the topic sentence they underline, which helps students to understand the main idea and the structure better. After answering the above five questions, the students will understand the main idea clearly.

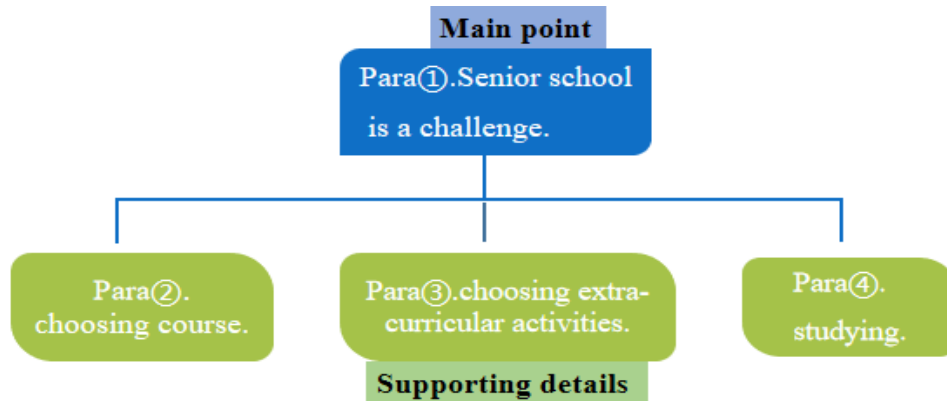
Activity 2: Read for structure.

Ask students the following questions.

Q1: What challenges did Adam meet? (topic sentences)

Para1	Senior high school is a challenge.
Para2	First, he had to think very carefully about which courses he wanted to take.
Para3	Adam had to choose extra-curricular activities, too.
Para4	Adam will have to study harder in the future and get used to being...

Q2:How do you understand the conjunction “first”, “too” in the topic sentence of para2 and para 3?
Q3:How to divide the passage ? why?



[Explanation] Finding the main line of text helps to restore the author's writing ideas. Under the guidance of the main line of text, the reader can easily understand the transition between the various paragraphs and the correlation between the information points. In this part, the teacher uses three questions to provide a scaffold for students' thinking to clarify the relationship between paragraphs. Q1 is to let the students develop awareness of the structure “Main point-Supporting ideas”. Q2 is to make students aware of the parallel relationship of “supporting ideas” through the conjunctions of “first” and “too”, so that students can clearly understand the structure of the text. Critical thinking is not developed independently. There should be close connections between the various steps in the teaching design, which constitute the supporting point for the development of critical thinking.

Activity 3: Read for detailed information

Read the text again to finish *True or False* question.

(F)1. Adam didn't choose Chinese as his suitable course because it's too **hard**.

[Original sentence 1] *I know that Chinese is a very difficult language, but I hope to be fluent when I graduate.*

(F)2. Adam joined the football team **instead of** a volunteer club.

[Original sentence 2] *I tried to join the school football team, but the coach told me that I didn't play well enough. I joined a volunteer club instead.*

(T)3. Adam is worried about keeping up with the other students and getting used to all the homework.

[Original sentence 3] *I'm a bit worried about keeping up with the other students in my advanced course and it'll be quite difficult to get used to all the homework.*

(F)4. Adam doesn't **feel happy** because of his worries.

[Original sentence 4] *Still, I'm happy to be here.*

[Explanation] Four detailed questions based on paragraph 2 - 4 to train students' scanning ability, students will understand the passage better by finding out the supporting ideas. And these questions are also helpful to complete the following outline.

Complete the outline in Task 4 on page 15.

Paragraph	Challenge	Feelings	Solution
1		confused	The school adviser...
2	Choosing courses		
3			
4			

[Explanation] This table is to help students classify and generalize Adam's challenges, feelings, and solutions and exercise students' ability to extract key information by scanning. It stimulates students' language input through different forms of tasks that are easier to understand, such as pictures and tables.

Activity 4: Further reading

Q1:Why did Adam choose Chinese which is a very difficult language as his suitable course? (T: show the students the following cultural note while inferring.)

Cultural Note

In North America, many schools allow students to choose courses they want to take. Chinese is increasingly being taught as a foreign language in Western high schools. However, in north America by far, the most popular foreign language taught in high schools are French and Spanish.

Q2:What kind of person do you think Adam is? Why?

<i>Qualities</i>	<i>Supporting sentences</i>
Determined	I was unhappy, but I won't quit.
Warmhearted	He joined a volunteer club.
Positive	Still, I am happy to be here.
Confident	I like English and I am good at it.
...	

[Explanation] To develop students' critical thinking, teachers need to first understand the text deeply. Authors often do not express details too bluntly, but omit relevant information that the reader may know or can infer. The process of reading is just the opposite. Readers need to use their existing knowledge to reconstruct the text content in order to explore the deep meaning of the text. Q1 is to guide the students to think deeply. The answer to the question cannot be found from the text directly, the students need to combine the text with common sense to make inferences, which belongs to the deep-level question of exploring the hidden information of the text. Although Chinese is quite difficult to learn, Adam still chooses it as his suitable course, because Chinese is increasingly being taught as a foreign language in Western high schools, which implies Chinese nowadays is becoming more and more international. Q3 is to analyze the Adam's qualities based on discourse, students need to infer and summarize according to the discourse by themselves.

Step 4 Post reading

Talk about one of your challenges with your partners, and then try to use the following scaffolding to make an oral report.

Q1: What challenges are you facing now?

Q2: How do you feel?

Q3: How do you deal with them?

As a freshman in senior high school, I have difficulty in now. **(challenge)**. I feel... **(feeling)** But when we are faced with challenges, we should learn from Adam. The sentence "...”shows that he is ...**(quality)** My friends/parents recommend that I should...So I will find a way to...**(solution)**

[Explanation] In this part, students will think carefully about their own challenges now after figuring out Adam's challenges. The oral report design based on students' daily lives is more conducive to students' active participation in the classroom, it helps to awaken students' subjective consciousness, develop their intelligence and give full play to their initiative. Students are not only required to synthesize the relevant information and language in the text, but also combine their original language knowledge and cognition and express their own views. At this time, students need to use higher-order thinking. In this way, students' thinking ability will be further improved. The pattern is provided by the teacher, most expressions and key words are selected from the text such as “recommend that somebody should do something, find a way to...”, and almost all the key elements in this passage are included. On the other hand, it provides a scaffolding for the students, it also guides them to learn from Adam. In the teaching of English writing, the reading process is an important input link, and the activities after reading is a vital for evaluating the level of reading comprehension and language ability.

Step5 Assignment

Requirement: Write a short passage about your challenges now.

Optional: Think about the following questions.

1. What are some differences between Adam's school life and your school life?

2. What does the name “Adam” mean in western culture?

[Explanation] The writing helps the students consolidate some important words and expressions of the text. In addition to improving the students' thinking ability in the classroom, teachers can also provide students with enough opportunities to develop their critical thinking after class, so that students' critical thinking can be extended wider and deeper. The teacher asks students to compare their school life and Adam's school life to realize the similarities and differences between Chinese and Western cultures. In this way, their critical thinking ability will be trained effectively. The author's name “Adam” also has its implied meaning. Adam is the first man created by God in Abrahamic religions, in the passage Adam is a freshman in senior high school, it has a symbolic meaning of "new". In addition, some thought-provoking questions can be put forward for students to think about. For example, the teacher can also ask students to think about the pros and cons of the challenge, which is based on the content of text but goes beyond text. It would be quite an effective way to train students' critical thinking.

IV. CONCLUSION

The teaching design firstly uses military training that is close to the actual life of the students to stimulate their enthusiasm and interest in reading. In pre-reading, the author's teaching plan is to tackle two core words “challenge” and “freshman”, which helps to clear some obstacles for reading. As has been mentioned before, teachers can also guide students to predict the main content according to the title and illustrations, or brainstorm some background information in this part, because in this way their prior knowledge can be utilized. The reading part consists of four parts: Read for main idea, structure, detailed reading and further reading. The activities and questions for each part are designed hierarchically. Firstly, teachers guide students to grasp the main idea and structure of the article, then lead students to

further understand the detailed language points, such as new words, phrases and interpretation of difficult sentences. This process can develop students' ability to interpret, analyze, reason and explain. After that, students can be guided to pay attention to the author's writing intention or attitude, and the method of author's argument. At this time, teachers need to allow students to refine, summarize, and compare the viewpoints in the text, and analyze the logic, rationality and coherence of the argument. In post reading, on the basis of consolidating what they have learned, the teacher tries to give students the opportunity to fully express themselves. Teachers can give students different oral or written tasks, for example, they can make comments on the topic of the article, or give a similar topic and let students imitate the structure to write. In this way, students' critical thinking can be clearly reflected. For assignment, teachers can leave some thought-provoking questions for students to think about after class, which is quite helpful for their development of thinking.

Cultivating students' thinking ability is to cultivate students' ability to understand the text on a deep level, the design of teaching activities cannot be limited to the query and understanding of the basic information of the text. Therefore, teachers must strive to elucidate the connotation of the teaching materials. The questions designed for teaching activities should be logical and based on a deep and accurate interpretation of the text. It is worth mentioning that the questions designed for students should be in accordance with their cognitive levels. When designing questions, teachers should take the students' current cognitive level and their potential development level into consideration and what's more, various questions in the previous three stages should be distributed in a proper way, only in this way can their learning potential be stimulated effectively.

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Yu Jia was born in Zhejiang, China in 1996. He is currently pursuing his M.Ed degree in Chongqing Normal University, Chongqing, China. His research is mainly focused on EFL teaching. He has been working as a part-time job teacher in Education Institution for 6 years.

Lei Guo was born in Sichuan, China in 1995. Now, he is a postgraduate student in Chongqing Normal University, China. His research interests include foreign language teaching and cognitive linguistics.

Rural and Urban EFL Teachers and Students' Attitude toward Using L1 in Iranian English Classrooms

Mina Reaisi*

Department of English, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran

Hossein Ghaiyoomian

Department of English, Sheikhabaee University, Isfahan, Iran

Massome Raeisi

Department of English, Shahreza Branch, Islamic Azad University, Shahreza Branch, Iran

Abstract—This study aimed to explore students' attitude toward the effect of using translation from L1 to L2 on improving English accuracy. It carried out in a junior high school in Isfahan, Iran and administered in two phases, one with teachers and another with students. The qualitative approach and survey design were exploited to conduct the research. The participants of the study were 30 students and they were given two sets of questionnaire. Findings showed that EFL teachers and students in rural areas used L1 no more than teachers and students in urban EFL classrooms. Results have shown that there is not any significant relationship between the use of translation and the students' attitudes towards the use of L1. They also indicated that there is a significant relationship between the method of teaching and the students' attitudes towards using L1 in EFL classroom. The findings of this study can be useful for EFL students as well as teachers to enhance the efficiency and productivity of bilingual classes.

Index Terms—attitude, L1, rural, student, teacher, urban

I. INTRODUCTION

Discussions regarding the use of L1 and FL are common among Iranian EFL students. As Israt Jahan Shuchi & A B M Shafiqul Islam (2016) maintained, the controversial issue among learners who are not satisfied with their undefined role in EFL and ESL classes has a long background in history. Students believe that since they do not understand the lesson entirely in English, they might experience fear, insecurity, and low self-esteem. As a result, these students do not feel at home in EFL classrooms and may not be able to participate well in the learning process. Nevertheless, other students complain about L1 use in FL classrooms and talk about the limitations of using L1 while practicing FL.

The research purpose was to explore junior high school teachers' and students' attitudes towards the use of Persian in Iranian rural and urban EFL classrooms.

This research is conducted in two related parts.

The study investigated rural and urban junior high school teachers' and students' attitudes towards the use of Persian in Iranian EFL classrooms which is a missing part in previous research in the first section.

The second section of this study examines the effect of using translation as a teaching technique on the students' attitudes towards the use of L1.

The research objectives followed these research questions

1. What are Iranian rural and urban EFL teachers' and students' attitudes toward the use of L1 in English classrooms?
2. What is the effect of using translation on students' attitudes towards L1 use?

The role of L1 as a learning strategy used by EFL learners directly or indirectly is undeniable as Ellis (2008) states that L1 evidently affects L2 acquisition. It is vitally important to learn grammar of the target language in the elementary levels of FL learning. The reason is that basic and fundamental grammars should be learned at this level; additionally teaching these structures in a more comprehensible and retrievable manner would provide a condition for getting advanced grammatical structures. Providing a balance between the use of L1 and L2 is of crucial importance. Therefore, exploring Iranian rural and urban EFL a teachers' and students' attitude toward the use of L1 in English classrooms is a significant issue.

Studying the attitudes of EFL teachers and students towards the use of L1 has been the subject of many research studies which some of them will be discussed in the section of literature review. Nevertheless, studying attitudes at

* Corresponding Author

lower levels like Iranian junior high schools has been disregarded. Students at this level face various emotional, physical, educational, and cultural problems that underestimating them would create greater problems. So paying attention to these students' attitudes towards language learning and researching for better methods and materials is worth investigating.

One part of this study focused on students' and teachers' attitudes towards the use of L1 by considering place of education, rural or urban, as an independent variable. In Iran, schools in urban and rural areas are somehow different when it comes to FL learning and teaching issues. Considering some of these differences can shed light on the rationale behind choosing this issue as the subject of the present study.

The most important difference between FL learners in rural and urban areas is the accessibility to language institutes. Most students in rural districts do not have access to language institutes and FL classes at schools are the first and perhaps the only language classes they can experience while many of urban students' experience at least a couple of terms of language learning out of school curriculum. These urban students feel more at home in FL classrooms at schools and have less affective problems.

Teachers in rural schools are sometimes non-qualified. At low levels like junior high school some teachers who have not any degrees in English accept to teach as an English teacher. Although this is a problem even in some schools in cities, it is more common in rural areas because the number of classes is limited and a teacher has to teach various subjects to fill up his/her weekly teaching schedule.

Students' views towards education and especially FL learning in rural schools are a little bit different from those of urban students. Due to lack of FL learning experience some rural students underestimate their talents and abilities and view language learning something beyond their grasp. They underestimate their expectations of FL learning because they think that even without FL skills they can follow their parents' career. In rural areas, students learn the educational materials relying on their own capabilities and not necessarily the explanations their teachers provide them with. In other words, they depend on their own abilities while in the urban districts students do not rely on their teachers and are not as teacher-oriented as the students in rural areas.

II. THEORETICAL BACKGROUND

Skuttnab-kangas (2000) commented:

"Despite the small recent improvements, it seems clear that countries have so far not respected what should be basic linguistic human rights, especially in education, and that the world so far does little to prevent linguistic and cultural genocide" (p. 563).

Skuttnab-kangas pointed out that there are two forms of mother tongue maintenance. In the weaker form, pupils are given classes in their mother tongue and in the stronger form, pupils are educated through the medium of their mother tongue.

Anton and DiCamilla (1999, 234) present a socio-cultural theory. They very clearly explain that Vygotsky's zone of proximal development (ZPD) provides "an opportunity, through L1, for learning with and from others" whereby one's ZPD expands through collaboration. They highlight comprehension checks, clarification requests, confirmation checks, and repetition, etc. as examples of learner interaction. Again, in their own impressive research, they conclude that L1 is beneficial to learning in that it acts as a "critical psychological tool ... by performing three key functions: construction of scaffold help, establishment of intersubjectivity and the use of private speech" (ibid., 245).

Gabrielatos (2001, 2) responds to the metaphoric claim by Prodromou (2001) that the L1 has been a skeleton in the closet of ELT for a long time because there has not been a psycholinguistic or pedagogic framework within which to discuss the use of the MT. Gabrielatos demonstrates, in fact, there are a number of frameworks available. There are semantic, pragmatic, psycholinguistic and inter-language theory frameworks that all offer an opportunity for exploring the use of L1 in the classroom. He claims that they were neglected because they did not fit into existing frameworks. He concludes that "an either/or [EO or BI] attitude to L1 use in ELT is not helpful" and instead suggests a series of questions about using the MT such as "what for", "when" and "to what extent" (Gabrielatos, 2001, 4).

Background of the study

In order to find out the benefits and positive sides of using L1 in the FL learning, Rolin- Ianziti and Brownlie (2002) in their research investigated the role of L1 with four teachers at an Australian university. Results of this research have shown that L1 can be used mostly for establishing a non-threatening classroom environment, explaining grammar, translating vocabulary, managing classroom, and giving instruction (p. 417). They conclude that L1 use for translation modifies input for the FL learners.

Translation can also be used as a productive means to learn new L2 vocabulary. Based on the most recent understanding of vocabulary storage, bilinguals access one common storage system containing both L1 and L2 vocabulary. Therefore, L1 is considered to assist learners' comprehension of L2 resulted by creating more networks between nodes (ideational representation and words) in their long term memory. As a result, translation have can absorb teacher's attention and let them focus on the words and structures that demand more exercise (Van Els et al., 1984).

Dujmovic (2007) examined the attitudes of his 100 EFL students. He concluded that his students responded positively to the use of L1 in L2 context and showed their interests as well.

Karathanos (2005; cited in Samadi, 2011) carried out another research about L1 that teachers use in L2 classrooms. In her research, self-reported attitudes of 327 L2 teachers in the state of Kansas, USA were examined. According to the results, teachers accepted and used the idea of using L1 in L2 teaching; therefore, a positive relationship between ESL-specific university education and an increased support for L1 use was found. Another interesting result of this research was that in comparison with the female teachers, the male ones ESL-specific university education supported the idea of using L1 in the ESL classrooms (p. 88).

A majority of students, from 66% to 89%, believe that the MT should be used in the classroom (Burden 2000; Prodromou 2002; Schweers 1999). On the other hand, Storch and Wigglesworth (2003, 766) report that intermediate level students in university were reluctant to use their shared MT because it would slow down their progress in an activity by adding another unnecessary step (translation from L1 to L2) and, furthermore, they intrinsically believed they should use as much TL as possible in class.

Raeisi and Raeisi (2019) conducted a research and analyzed code-switching cases and explored their inter-sentential and intra-sentential patterns in Persian-English bilingual classroom. According to the results, the pattern of code-switching can be categorized into five categories and three subcategories of shifting to give explanation in cultural issues, shifting to avoid misunderstanding, and shifting for elaborating grammatical matter. The interesting point of their study was that intra-sentential patterns were used less than inter-sentential code-switching patterns.

To sum up, it might be appropriate to quote the following words of Deller and Rinvolutri (2002): "The mother tongue taboo has been with us for a long time, but fortunately now things seem to be changing" therefore, the reason why most of the teachers tend to use it is because of its effectiveness and necessity of mother tongue. (p. 3).

III. METHODOLOGY

This research is of qualitative approach based on survey design.

Participant: The participants of the study were 30 students. 15 students from the experimental group and 15 students from the control group were randomly given the students' questionnaire to check the probable effect of mode of teaching on the students' attitudes towards the use of L1.

Instruments: In the second phase of the study two questionnaires, one intended for learners with 15 items and one for teachers containing 14 items were devised to measure EFL students and teachers' beliefs about the use of L1 in EFL classrooms.

It is worth noting that the original versions of these questionnaires were extracted from Samadi's (2011) research thesis and a lot of simplification and modification was done to them to be applicable for this research study because he studied the attitudes of university students and teachers who were at higher levels of language proficiency than the participants of the present study. For example, for simplification purposes the number of items in the questionnaires was decreased from 27 to 15 for students and from 19 to 14 for teachers. Some items such as the following were originally part of the questionnaires.

1. When teachers use L1 in English classrooms, students speak more L1 than English in the classroom.
2. I often feel like not going to my English class because I do not understand what the teacher says in English.
3. I get nervous when I take a test in English in which all directions are in English.

Because some of the items were not as effective as the other factors to satisfy the purpose of the research, the foregoing items were extracted. Furthermore, some of the items were repeated with different wording. The wording of the questionnaires was also refined to be comprehensible for low level students. The new versions of the questionnaires were given to three junior high school teachers to be corrected and refined. Based on these teachers' comments, the questionnaires were changed and revised. For instance, teachers commented that it is better to change the format of 5-point Likert-type rating scale to 1 indicating 'strong disagreement', 2 'disagreement', 3 'no opinion', 4 'agreement', and 5 'strong agreement' with each item on the questionnaires. The original rating scale allocated these numbers in the opposite direction (5 instead of 1 for instance) which is not considered the most acceptable style in Likert-type rating scale.

The final versions of the questionnaires were given to eight students and teachers as a pilot test for identifying the reliability of the questionnaires. Analyzing the results through SPSS revealed the Cronbach's Alpha to be 0.736 and 0.719 for teachers and students' questionnaires respectively. And since the Cronbach's Alpha above 0.7 is considered acceptable the questionnaires were revealed to be reliable and of acceptable levels of internal consistency. The following Tables show the reliability statistics of the questionnaires obtained using SPSS.

TABLE 1.
CRONBACH'S ALPHA FOR STUDENTS' QUESTIONNAIRE

N of items	Cronbach's Alpha based on standardized items	Cronbach's Alpha
14	.744	.736

As it is considerable in Table 1, all of the items were 14 that its Cronbach's Alpha based on standardized items was 0.744 and its own Cronbach's Alpha was 0.736.

TABLE 2.
CRONBACH'S ALPHA FOR TEACHERS' QUESTIONNAIRE

N of items	Cronbach's alpha based on standardized items	Cronbach's Alpha
15	.802	.719

Based on Table 2, the whole number of the items were 15 that its Cronbach's Alpha based on standardized items was 0.802 and its own Cronbach's Alpha was 0.719.

IV. DATA ANALYSIS AND RESULT

To carry out the main objective of the present study, the obtained data were subjected to a number of statistical analyses by using statistical package for social sciences (SPSS 17.0.). For analyzing the data obtained from the questionnaires the items on each questionnaire were divided into seven groups. The first group was allocated to the items relating to the amount of L1 use by teachers and students which covered 4 items in each questionnaire.

Analyzing the data for the last part of the study was similar to the second part. The group of items reflecting on the amount of L1 use in EFL classrooms was the focal point in this phase of the study. Again the data was classified and entered into SPSS to test the last hypothesis of the study for determining the probable effect of teaching method on the students' attitudes towards L1 use.

Teachers and Students' Attitudes towards Using L1

A questionnaire of 19 items for teachers and a questionnaire of 27 items for students were the original forms shortened and modified to be applicable for this research purposes. It is worth mentioning that the questionnaires were originally extracted from Samadi's (2011) MA thesis which its topic was measuring the ideas and opinions of the EFL learners' and teachers to find a connection between the gender of both teacher and learner and L1 usage. The modified questionnaires were given to three junior high school teachers and their suggestions were adopted to have a 14-item questionnaire for teachers and a 15-item one for students.

After applying the necessary changes, the final version of the questionnaires underwent a pilot test with eight teachers and students. Analyzing the results through SPSS software revealed the Cronbach's Alpha to be 0.736 and 0.719 for teachers' and students' questionnaires respectively which indicated acceptable levels of internal consistency for our scales.

Attitudes of Teachers towards the Use of L1

Both rural and urban teachers reported using FL more than L1. The rural teachers reflected that they use L1 more than the urban teachers. In addition, when the education level of the teachers was also factored in, the results indicated that more rural than urban teachers with BA and MA degrees were reported of using L1 (see Table 3).

TABLE 3.
TEACHERS' ESTIMATION OF USING L1 BY LOCATION & EDUCATION LEVEL

Location & Education Level		Frequency	Percentage of Time for L1 Use by Teacher					
			Total	1%-20%	21%-40%	41%-60%	61%-80%	81-100%
Location	Urban	40	5(12.5%)	27(67.5%)	8(20%)	0	0	
	Rural	20	2(10%)	6(30%)	10(50%)	2(10%)	0	
Location & Education Level	Urban	BA	34	4(11.7%)	22(64.7%)	8(23.5%)	0	0
		MA	6	1(16.6%)	5(83.3%)	0	0	0
	Rural	BA	18	2(11.1%)	4(22.2%)	10(55.5%)	2(11.1%)	0
		MA	2	0	2(100%)	0	0	0

On the whole, according to Table 3, the results showed that the first hypothesis of this study was partially rejected. More rural than urban teachers reported using L1 for teaching difficult grammar rules and vocabulary, checking comprehension, and class management. The overall average point for all items is 4.27 for rural teachers whereas it is 4.00.

L1 Use and Teaching Grammar

Items number 1 and 3 in teachers' questionnaire check teachers' attitudes towards use of L1 in teaching grammar; so the frequency total for analyzing this criterion is considered 40×2 for urban teachers and 20×2 for rural teachers. With regard to L1 use for grammar teaching rural teachers supported L1 use more than their urban counterparts. As far as the education level of the teachers is concerned more teachers with BA than MA in both rural and urban areas favored L1 use for teaching hard grammatical structures and rules. Table 4 shows the detailed figures and percentages relating to the attitudes of teachers towards L1 use in teaching grammar.

TABLE 4.

TEACHERS' ESTIMATION OF L1 USE IN GRAMMAR TEACHING BY LOCATION & EDUCATION LEVEL										
Purpose of L1 Use	Location & Education Variables	Frequency Total	Overall Average for Each Item	Level of Agreement						
				Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree		
Teaching Grammar	Urban	40×2	3.63	3(3.75%)	2(2.5%)	3(3.75%)	36(45%)	36(45%)		
	Rural	20×2	4.20	0	0	3(7.5%)	14(35%)	23(57.5%)		
	Urban	BA 34×2	4.32	3(4.4%)	0	3(4.4%)	28(41%)	34(50%)		
	Rural	MA 6×2	3.83	0	2(16%)	0	8(66%)	2(16%)		
		BA 18×2	4.55	0	0	3(8.3%)	10(27.7%)	23(63.8%)		
	MA 2×2	4.00	0	0	0	4(100%)	0			

As it is depicted in Table 4, rural teachers ($M = 4.20$, $SD = 0.846$) on the average agreed with L1 use for teaching grammar more than urban teachers ($M = 3.63$, $SD = 1.325$). Independent-samples t test indicated a relationship between L1 use for teaching grammar and the location of variable, $t(58) = -1.973$, $p = 0.053$.

L1 Use and Vocabulary Teaching

Two items, number 2 and 7, in teachers' questionnaire pertaining to L1 use in teaching vocabulary were considered. So again the frequency total for analyzing this factor was multiplied by two. As Table 5 indicates L1 use for teaching vocabulary was more supported by the rural teachers than the urban ones. Contrary to what Table 4 showed teachers with MA degrees were more supportive of L1 use for teaching vocabulary than BA holders in both rural and urban areas. Also, it shows that MA holders either agree or strongly agree with the idea of L1 use for vocabulary teaching in junior high schools whereas at least 30% of the teachers with BA in urban areas and 20% of BA holders in rural areas either disagree or strongly disagree with this issue.

TABLE 5.

TEACHERS' ESTIMATION OF L1 USE IN TEACHING VOCABULARY BY LOCATION & EDUCATION LEVEL										
Purpose of L1 Use	Location & Education Variables	Frequency Total	Overall Average for Each Item	Level of Agreement						
				Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree		
Teaching Vocabulary	Urban	40×2	4.16	5(6.25%)	16(20%)	15(18.75%)	24(30%)	20(25%)		
	Rural	20×2	4.26	2(5%)	6(15%)	3(7.5%)	12(30%)	17(42.5%)		
	Urban	BA 34×2	3.32	5(7.3%)	16(23.5%)	15(22%)	16(23.5%)	16(23.5%)		
	Rural	MA 6×2	4.33	0	0	0	8(66.6%)	4(33.3%)		
		BA 18×2	3.83	2(5.55%)	6(16.6%)	3(8.3%)	10(27.7%)	15(41.6%)		
	MA 2×2	4.50	0	0	0	2(50%)	2(50%)			

As revealed in Table 5, independent-samples t test indicated no relationship between L1 use for teaching vocabulary and the location variable, $t(58) = -0.455$, $p = 0.651$. Rural teachers ($M = 4.26$, $SD = 0.691$) on the average agreed with L1 use for teaching vocabulary more than urban teachers ($M = 4.16$, $SD = 0.985$).

L1 Use and Comprehension Check

Item number 8 deals with using L1 for checking students' comprehension in EFL classrooms. 80% of rural teachers and 75% of urban teachers chose agree or strongly agree for the eighth item in completing their questionnaires (see Table 6).

TABLE 6.

TEACHERS' ESTIMATION OF L1 USE AND COMPREHENSION CHECK BY LOCATION & EDUCATION LEVEL										
Purpose of L1 Use	Location & Education Variables	Frequency Total	Overall Average for Each Item	Level of Agreement						
				Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree		
Comprehension Check	Urban	40	4.16	0	3(7.5%)	7(17.5%)	20(50%)	10(25%)		
	Rural	20	3.93	0	0	4(20%)	8(40%)	8(40%)		
	Urban	BA 34	4.05	0	3(8.8%)	6(17.6%)	16(47%)	9(26.4%)		
	Rural	MA 6	4.00	0	0	1(16.6%)	4(66.6%)	1(16.6%)		
		BA 18	4.27	0	0	3(16.6%)	7(38.8%)	8(44.4%)		
	MA 2	3.50	0	0	1(50%)	1(50%)	0			

As it is given in Table 6, rural teachers ($M = 3.93$, $SD = 0.827$) on the average agreed with L1 use for checking students' comprehension less than urban teachers ($M = 4.16$, $SD = 0.791$). Independent-samples t test shows no significant relationship between L1 use for comprehension check and the variable of place, $t(58) = 1.116$, $p = 0.269$.

L1 Use and Class Management

For using L1 in class management which was item number 10 all urban teachers and 95% of rural teachers agreed or strongly agreed with the idea (see Table 7).

TABLE 7.
TEACHERS' ESTIMATION OF L1 USE AND CLASS MANAGEMENT BY LOCATION & EDUCATION LEVEL

Purpose of L1 Use	Location	Education Variables	Frequency Total	Overall Average for Each Item	Level of Agreement				
					Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Class Management	Urban		40	4.33	0	0	0	29(72.5%)	11(27.5%)
	Rural		20	4.43	0	0	1(5%)	6(30%)	13(65%)
	Urban	BA	34	4.23	0	0	0	26(76.5%)	8(23.5%)
		MA	6	4.50	0	0	0	3(50%)	3(50%)
	Rural	BA	18	4.66	0	0	1(5.5%)	4(22.2%)	13(72.2%)
		MA	2	4.00	0	0	0	2(100%)	0

Based on what has given in Table 7, independent-samples t test showed no significant relationship between L1 use for class management and the variable of place, $t(58) = -0.737$, $p = 0.464$. Rural teachers ($M = 4.43$, $SD = 0.568$) on the average agreed with L1 use for controlling the class more than urban teachers ($M = 4.33$, $SD = 0.479$).

Attitudes of Students towards the Use of L1

Most students report that their teachers use the L1 21-60% in FL classrooms. Fifty percent of rural students reported that their teachers use the L1 41-60%, whereas fifty-three percent of urban students indicate that their teachers use the L1 21-40%.

TABLE 8.
LEARNERS' ESTIMATION OF TEACHER AMOUNT OF L1 USE BY LOCATION

Location	Frequency Total	Percentage of Time for L1 Use by Teacher				
		1-20%	21-40%	41-60%	61-80%	81-100%
Urban	30	7(23.3%)	16(53.3%)	7(23.3%)	0	0
Rural	30	2(6.66%)	8(26.6%)	15(50%)	5(16.6%)	0

Based on what is considerable in Table 8, more than sixteen percent of rural students believe that their English teachers speak Persian in 61-80% of the class time. However, none of the urban students support this belief. As was mentioned in the analysis of teachers' attitudes towards the use of L1, the second hypothesis is also rejected by the students in this study.

Students' Estimation of L1 Use and FL Learning

More rural than urban students reported that their English teachers use L1 for teaching; however it includes difficult grammar rules and vocabulary, checking comprehension, class management. The overall average point for all items is 4.18 for rural students whereas it is 3.81 for urban students. Table 11 shows the students' estimation of L1 use regarding all the item groups.

TABLE 9.
STUDENTS' ESTIMATION OF L1 USE AND FL LEARNING BY LOCATION

L1 Use and FL Development	Location	Frequency Total	Overall Average for Each Item	Level of Agreement				
				Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Teaching Grammar	Urban	30×2	3.86	1(1.6%)	3(5%)	4(6.6%)	35(58.3%)	17(28.3%)
Teaching Vocabulary	Rural	30×2	4.26	0	0	5(8.3%)	38(63.3%)	17(28.3%)
Teaching Comprehension	Urban	30×2	3.66	4(6.6%)	17(28.3%)	8(13.3%)	24(40%)	7(11.6%)
Check Class Management	Rural	30×2	4.06	0	3(5%)	8(13.3%)	38(63.3%)	11(18.3%)
	Urban	30	3.96	0	5(16.6%)	2(6.6%)	12(40%)	11(36.6%)
	Rural	30	4.43	0	0	3(10%)	17(56.6%)	10(33.3%)
	Urban	30	4.36	0	0	4(13.3%)	11(36.6%)	15(50%)
	Rural	30	4.43	0	0	0	17(56.6%)	13(43.3%)

According to Table 11, the independent-samples t test indicated a relationship between L1 use for teaching grammar and the location variable, $t(58) = -1.752$, $p = 0.085$. Rural students ($M = 4.26$, $SD = 0.639$) on the average agreed with L1 use for teaching grammar more than urban students ($M = 3.86$, $SD = 1.074$). Also, regarding to the use of L1 in

controlling the class the independent-samples t test revealed no significant relationship between L1 use for class management and the variable of place, $t(58) = -0.416$, $p = 0.679$. Rural students ($M = 4.43$, $SD = 0.504$) on the average agreed with L1 use for controlling the class more than urban students ($M = 4.36$, $SD = 0.718$).

The Effect of Using Translation on Students' Attitudes towards L1 Use

For the last part of the study fifteen students out of thirty-one participants in each control or experimental group of the first part of this research were randomly given the same students' questionnaire. The results revealed that the students in the experimental group who had experienced the translation of the intended grammatical structures reported the use of L1 by their teacher more than the students in the control group.

TABLE 10.
LEARNERS' ESTIMATION OF TEACHER AMOUNT OF L1 USE BY GROUP

Group	Control	Experimental	Frequency	Percentage of Time for L1 Use by Teacher				
			Total	1-20%	21-40%	41-60%	61-80%	81-100%
			15	5(33.3%)	5(33.3%)	5(33.3%)	0	0
			15	1(6.66%)	5(33.3%)	7(46.6%)	2(13.3%)	0

As Table 10 shows 80% of the students in the experimental group and about 67% of the students in the control group believed that their English teachers use Persian 21-60% of the class time. Also, more than 13% of the students in the experimental group and none of the students in the control group indicated that their English teachers use Persian 61-80% of the class time. Another significant difference was reported in the amount of 1-20% of the time which the L1 is used by EFL teachers which turned out to be more than 33% for the control group and less than 7% for the experimental group.

TABLE 11.
STUDENTS' ESTIMATION OF L1 USE AND FL LEARNING BY GROUP

L1 Use and FL Development	Group	Frequency Total	Overall Average for Each Item	Level of Agreement				
				Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Teaching Grammar	Control	15×2	3.86	0	4(13.3%)	2(6.66%)	18(60%)	6(20%)
	Experimental	15×2	4.26	0	0	2(6.66%)	18(60%)	10(33.3%)
Teaching Vocabulary	Control	15×2	3.73	2(6.66%)	2(6.66%)	4(13.3%)	16(53.3%)	6(20%)
	Experimental	15×2	4.20	0	0	4(13.3%)	16(53.3%)	10(33.3%)
Comprehension Check	Control	15	4.66	0	2(13.3%)	1(6.66%)	6(40%)	6(40%)
	Experimental	15	4.33	0	0	0	10(66.6%)	5(33.3%)
Class Management	Control	15	4.04	0	0	2(13.3%)	5(33.3%)	8(53.3%)
	Experimental	15	4.26	0	0	0	11(73.3%)	4(26.6%)

As it is considerable in Table 11, students in the experimental group are more supportive of L1 use in the classroom. In all parts of the questionnaire except one part students in the experimental group showed the higher interest in L1 use. However, in some parts the difference is not great.

V. DISCUSSION, CONCLUSION AND IMPLICATION

The first hypothesis anticipated that EFL teachers and students in rural areas use L1 no more than teachers and students in urban EFL classrooms. On the whole, the results show that the first hypothesis of this study is somehow rejected. More rural than urban teachers and students report using L1, however it had difficult grammar rules and vocabulary, and class management. The overall average point for all items is 4.27 for rural teachers whereas it is 4.00 for urban teachers.

Analyzing the item groups reveals that in all groups except the comprehension group more rural than urban teachers support the use of L1 in FL classrooms. That is rural teachers on the average agree with L1 use for checking students' comprehension less than urban teachers. One explanation for this might be that urban classrooms are more crowded than rural ones and checking the students' comprehension in English might take more time. Furthermore, urban classes are less homogeneous and variety in the students' proficiency level makes comprehension check more problematic if it is done in English.

The findings of the first part of the study are in agreement with previous research results of Schweers (1999), Duff and Polio (1990), Dujmovic (2007), Rolin-Ianziti and Varshney (2008), Prodromou (2002), Burden (2000), and Samadi (2011). Findings of the mentioned research have shown that the role of L1 is vitally important in a way that is taken into consideration by FL/L2 teachers and tend to be used in various degrees and for different purposes which are supported by the present study. Schweers (1999) showed that over eighty percent of students found the use of L1 in the classroom

useful. The present study reveals the same results as around 80% of the students in rural and urban areas are supportive or strongly supportive of L1 use in EFL classrooms for different purposes.

According to the results of a research carried out by Prodromou (2002) about the usage of L1 in ESL classrooms on Greek students on three beginner, intermediate, and advanced students, the idea of using both mother tongue and native was supported by 60% of the respondents, while the advanced ones supported the idea of using L1 more. Results of the present study reveals similar results as students with higher English grades are less supportive of L1 use.

However, the results contradict the findings of Storch and Wigglesworth (2003) who report that intermediate level students in university were reluctant to use their shared MT because it would slow down their progress in EFL learning by adding another unnecessary step (translation from L1 to L2) and, furthermore, they intrinsically believed they should use as much TL as possible in class. The findings of the present study reveal that elementary level students support L1 use in foreign language learning for different purposes and they are mostly reluctant of an English-only method. They also indicate that translation is not only an unnecessary step but it can sometimes be considered as an auxiliary step in students' comprehension.

Moreover, the results of comparing the attitudes of teachers by their level of education lead to somewhat different findings. Samadi's (2011) research showed that teachers with MA degree report using L1 more than teachers with BA degrees. The present study indicates that teachers with MA degrees are less supportive of L1 use than teachers with BA degrees. All rural and urban teachers with MA degrees believe that they use L1 in EFL classrooms less than 40% of the class time. An explanation for this new finding might be that Samadi conducted his research at the university level in which teachers are mostly teaching the subject not the language. In addition, different studies show that university teachers use code-switching as a teaching strategy not because of their lack of knowledge. In junior high schools' context, the conditions are completely different because the students are at elementary levels and they need more exposure to the foreign language. Teachers with MA degrees are probably more aware of teaching principles and methods and more experienced in providing a viable learning environment than their BA holder colleagues.

The findings of this research also contradict the results of Mahmoudi and Yazdi's (2011) study which revealed that high-achieving and low-achieving students supported the idea that L2 should be highly prioritized in L2 classes. They conducted their research through observation and interview which are different from the methods of this research. The students in the present study indicate that L1 would be a great asset if used properly for easing comprehension of difficult subjects.

The second hypothesis predicted that there is not a significant relationship between the use of translation and the students' attitudes towards the use of L1. The results reveal that the students in the experimental group who experienced translation of the intended grammatical structures reported the use of L1 by their teacher more than the students in the control group. It also indicates that there is a significant relationship between the way of teaching and the students' attitudes towards the L1 use in EFL classroom. In other words, the third null hypothesis is rejected.

The findings of this part of the study indicate that the students' attitudes towards the use of L1 in EFL classrooms are flexible and can be easily changed through using different teaching techniques and methods. EFL teachers' attitudes towards the use of L1 directly affect students' attitudes and teachers have the most responsibility in directing the students' ideas to the most advantageous ways of EFL learning.

The results of both studies in terms of positive attitude and feedback of the students, based on the observations, is in line with the results of the research conducted by Brice and Roseberry-McKibbin (2001), Ferguson (2003), Clegg and Afitska (2011), and Moduopela (2013).

Results of a recent study conducted by Adriosh and Razi (2019) in terms of having a positive attitude toward translation and code-switching in bilingual classroom for EFL students was in line with the results of the present study. On the contrary of the nature of both conducted research in which both teachers and students used code-switching strategies at the class for clarification function, some researchers like Bahous et al. (2014) encountered those EFL professors who were not aware of the positive sides of exploiting first language to learn the second language better.

Furthermore, as the results show, there is a significant difference between the attitudes of rural and urban students and teachers towards L1 use and EFL learning in most sections of the study. These findings might refer to the fact that learning and teaching location can greatly affect the process of learning and teaching. Rural students are less likely to have access to necessary learning equipment in and out of school. If rural teachers have these differences in their mind, they can get the best out of the existing learning and teaching facilities. Finally, it might be concluded from the last part of the study that teaching methods and techniques not only affect the learning process but also they can modify the learners' attitudes towards the EFL learning. Foreign language teachers will be able to improve the learners' attitudes towards FL learning if they insert suitable and viable techniques into the learning environment.

It can be suggested that teachers be familiarized with advantages of using learners' mother tongue in EFL classrooms and they should be reasonably given enough flexibility to use this resource constructively. In particular, language teachers can use translation from English to Persian or vice versa, as a communicative task to promote their learners' linguistic accuracy.

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Mina Raeisi, Lecturer, Department of English, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran

Mina holds Master's degree in English translation from Islamic Azad University of Isfahan (Khorasgan) Branch. She is now the lecturer of IAUKB and has been taught a variety of courses including English translation, specialized English of different majors there, from 2013 to 2020 and commenced teaching IELTS on 2018. She has cooperated with IAUKH English Department to hold RTETL Conference on 2013 and work as the executive director of RELP Journal, from 2013 to 2017. She has published many articles in the areas of bilingualism, self-directed learning, teaching translation, code-switching patterns and text analysis and authored or translated five books. Her latest book published in 2018, Handbook of Energy Audits. Ms. Raeisi

is interested in diachronic corpora and using different types of technology to improve teaching quality. NEST and NNEST and social justice are among her field of interest.



Hossein Ghaiyoomian, Sheikhabaee University, Isfahan, Iran

Hossein is a master holder in English teaching as a foreign language from Sheikhabaee University. He has been working as an English teacher in language institutes and high schools of Isfahan for more than 25 years. He is also cooperating with a couple of translation institutes and websites as a translator. His fields of interest include translation and critical discourse analysis (CDA). His latest article titled “The effect of using translation on learning grammatical structures: A case study on Iranian Junior high school students” has been published in Research in English Language Pedagogy (RELP) Journal.



Massome Raeisi, Department of English, Isfahan (Shareza) Branch, Islamic Azad University, Isfahan, Iran

Massome has just finished her master from IAUSH majoring Translation Studies. She is now working on two articles in the field of translation studies and teaching. She translated a book entitled: An Introduction to Polymer compounding (two volumes) which is going to publish in Islamic Azad University of Shahreza Publication. Ms. Raeisi’s field of interest is virtual reality (VR) and the usage of technology in teaching.

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