Theory and Practice in Language Studies

Contents

Kahoot! As a Formative Assessment Tool in Foreign Language Learning: A Case Study in Greek as an L2

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Abstract—**Our study investigates the effectiveness of Kahoot! as a formative assessment tool in the consolidation of grammatical phenomena in adult foreign language learning. Kahoot! was used in a multilingual and multicultural learning environment, where A1-level Greek was the target language. An experimental quantitative methodology was employed to compare progress made by students using Kahoot! (experimental group) compared to those using traditional methods such as paper and pencil tests (control group). Pre-tests and post-tests were administered to both groups to check if students had better assimilated the grammatical phenomena they had been taught. The study was carried out in the Center for the Study of the Hellenic Language and Culture at the University of Ioannina (Greece). Overall findings reveal that both groups performance in the post-tests showed a statistically significant improvement, however there was not a statistically significant difference between the performance of the two groups.**

Index Terms—**Kahoot!, Greek as a foreign/second language, formative assessment**

I. INTRODUCTION

The rapid development of new technologies has brought to the fore the integration of gamification in education (e.g. Hwang & Wu, 2012). According to Deterding, Dixon, Khaled and Nacke (2011), "gamification is the use of game design elements in non-game contexts" (p. 10). Several gamified applications have been designed, such as Audioboom, Brainscape, ClassDojo, Class Realm, Clickers, Course Hero, Duolingo, Edmodo, Kahoot!, Poll Everywhere, Quizlet, Quizizz, Socrative, Veri, Zondle. These have been applied to various educational disciplines and levels (schools, colleges, Higher Education), in subjects as diverse as chemistry (Pretorius, 2016), medical education (Ismail & Mohammad, 2017), and foreign language teaching and learning (Lam, 2014; Michos, 2017).

According to Wang (2015), there are three reasons to incorporate gamification in teaching. Firstly, it enables teachers to monitor student progress in real time (Sindre, Nattvig & Jahre, 2009) and provide immediate feedback (Spodark, 2010). Secondly, it results in the advancement of student skills that could not have been otherwise developed if traditional teaching methods were followed (Owston, Wideman, Ronda & Brown, 2009). Thirdly, it improves student learning, motivation and engagement. Consequently, gamification bridges traditional classroom-based teaching and learning with the digital world (Oomen-Early & Early, 2015).

The present study aims to evaluate the effectiveness of gamification in adult foreign language learning. More specifically, we are interested in comparing the effectiveness of Kahoot! as a formative assessment tool versus traditional methods (i.e. paper-and-pencil tests), when monitoring student progress in the consolidation of grammatical phenomena. Kahoot! was used in an adult -multicultural and multilingual- foreign language teaching environment, the target language of which was A1-level Greek. We propose that Kahoot! may serve as a tool for formative assessment, necessarily alongside traditional methods.

The remainder of the paper is organised as follows: in section II.A we briefly outline gamification prior to providing a sketch of Kahoot! (II.B). Our experimental study and the statistical results are presented in section III, while the paper concludes in section IV.

II. GAMIFICATION

A. Background Information

Gamification has been widely discussed in the literature, as shown in Section I. In this section, we do not aim to offer

an extensive literature review, but instead outline the benefits of gamification and briefly refer to studies which investigate the use of gamified tools in foreign language teaching and learning mainly in Higher Education.

Generally speaking, gamification contributes to the improvement of the learning environment that further enhances knowledge acquisition (Papastergiou, 2009). Learning outcomes and classroom dynamics are also positively affected (Rosas et al., 2003). It may also trigger changes in students' attitudes and behaviours as well as address the educational needs of different types of learners (Lee & Hammer, 2011). Well-designed gamified tools may increase student learning achievements (Hwang, Sung, Hung & Huang, 2013) and learning performance (Jang, Park & Yi, 2015) as they allow students to review class content (Icard, 2014).

Moreover, students are attracted by the competitive nature of games, they learn to handle success and failure and they also learn how to use critical thinking and problem-solving skills (Icard, 2014). Students show a positive attitude towards the incorporation of gamification in the learning process (Galbis-Córdova, Marti-Parreño & Currás Pérez, 2017) for several reasons; i.e. gamification is entertaining, it reduces stress during assessment (Barrio, Munoz-Organero & Soriano, 2016), it increases student engagement and motivation (Dickey, 2011; Lee & Hammer, 2011) as well as group communication and co-operation (Lekka, Sipsas & Pagge, 2013). Teachers also feel positive about the incorporation of gamification in the learning process as it increases student productivity and creativity (Sanchez-Mena, Marti-Parreno & Aldas-Manzano, 2016).

The vast majority of studies about gamification mainly explore students' perceptions on issues such as: a) Does gamification increase student motivation, participation and self-assessment? b) Does gamification add a fun element in the teaching process? c) Does gamification provide immediate feedback? d) Does gamification contribute to learning?

Other studies evaluate student performance in gamification. Gamification may result in students' scoring better in assessed work or exams (Barata, Gama, Jorge & Gonçalves, 2013; Borrell, Cosmas, Grymes & Radunzel, 2017; Jang, Park & Yi, 2015) or it may result in no improvement (Long & Aleven, 2014; Hanus & Fox, 2015). The small number of participants or the short period of time over which some studies were implemented might have influenced the results.

Gamified tools have been incorporated in foreign language teaching and learning (i.e. Hasegawa, Koshinon & Ban, 2015). Emphasis is often placed on vocabulary learning (Faisal, 2017; Medina & Hurtado, 2017) or reading compliance (Rodríguez-Prieto, 2014) in languages such as English or Spanish in various educational settings (i.e. Primary Education, Colleges, Higher Education). Fewer studies investigate the role gamification plays in grammatical content learning (i.e. Michos, 2017). Once again, these studies primarily examine students' perceptions about the effectiveness of gamified applications on issues such as motivation (i.e. Liu & Wang, 2017). Overall, they show that students believe that gamification contributes to language learning.

Generally speaking, quantitative research studies which address the question of whether gamification actually improves language learning do not seem to reach a unified conclusion. According to Faisal (2017), students do not benefit significantly from the application of mobile augmented reality in foreign language learning, despite the fact that their motivation is increased. Rodríguez-Prieto (2014) found that the use of Clickers in a Spanish foreign language class did not result in students' better performance as far as reading compliance is concerned. On the contrary, Medina and Hurtado (2017) conclude that students' mean scores in vocabulary learning activities were increased and, in line with the findings of Abrams and Walsh (2014), gamification also increased students' vocabulary knowledge.

B. Kahoot!

Kahoot! is a free game-based digital platform which has been developed by the Norwegian University of Science and Technology (https://kahoot.com/). It contains design features which entice learning activities (points, leaderboards, timelines, sound effects, nicknames). Teachers create quizzes, discussions, and/or surveys in a simple and straightforward guided way. Quizzes may include multiple-choice questions, pictures and videos. A time limit may be set (from 5 to 120 seconds) for each question. Once a quiz is created, teachers may randomise the order of the questions and they can choose to make their quiz public or private. Students may or may not earn points for each question they answer correctly, depending on the settings teachers apply. When a task is completed, a leaderboard of the top players is displayed. Students' scores may be saved in an excel file which allows teachers to monitor student progress. In class, all you need is a computer, a projector and internet access. Teachers log in their Kahoot! account in order to activate the quiz. Students use their personal devices (a web browser is required) and gain access to the quiz by inserting a pin for the game. They can use their real names or nicknames and can participate as individuals or as a group. Throughout the gaming process, sound effects may further create an exciting and playful atmosphere (see also Mu and Paparas (2015) for a description of how to use this tool and Boden and Hart (2018) for an overview of the tool's strengths and weaknesses).

Kahoot! has been incorporated in various educational disciplines, such as chemistry (Pretorius, 2016), computer programming (Fotaris, Mastoras, Leinfellner & Rosunally, 2016), foreign language learning (i.e. Budiati, 2017; Dellos, 2015; Iaremenko, 2017; Medina & Hurtado, 2015; Zarzycka-Piskorz, 2016), medicine (Ismail et al, 2019), psychology (Iwamoto, Hargis, Taitano & Vuong, 2017).

Generally speaking, Kahoot! is a useful and pleasant tool. It is not a one-way teaching tool where teachers ask questions which need to be answered by individual students. All students are invited to respond to questions in real time and, simultaneously, they compete with each other. They also receive immediate feedback. Teachers may pause the quiz and discuss answers with the class. So, Kahoot! promotes active student learning as it focuses on student

engagement, motivation, collaboration and knowledge sharing through a gaming experience (Dellos, 2015; Licorish, George, Owen & Daniel, 2017). The interested reader is referred to Wang and Tahir (2020) for a review of studies on Kahoot!.

III. THE STUDY

In our study, we aim to investigate the effectiveness of Kahoot! as a formative assessment tool in adult foreign language learning. Towards this end, we compare students' performance in tests carried out in Kahoot! versus traditional methods (i.e. paper-and-pencil tests). We focus on the consolidation of grammatical phenomena at an A1-level (based on the Common European Framework of Reference for Languages) in Greek, a morphologically rich language. Our research hypothesis is based on the view that students' performance in Kahoot! is equal to their performance when traditional assessment methods are applied, given the fact that Kahoot! is a tool which serves the purposes of formative assessment by definition.

A. Methodology

The tool's effectiveness was tested in a multilingual and multicultural learning environment at the Center for the Study of the Hellenic Language and Culture at the University of Ioannina in Greece during the academic years 2017-2019. The target language was A1-level Greek. The sample consisted of students who participated in language learning educational programmes. The same curriculum and teaching materials were adopted. Students had a similar educational background (Tertiary Education). Their first languages were different. They were also learning Greek for different reasons. The survey was carried out with the help of the two class teachers.

The assumptions and the conceptual and functional definitions of the research were first set. The data collection tools (pre- and post-tests) were constructed, taking into account the specifications, the type and number of questions, and the conditions. Sixty-six participants were chosen by random sampling and divided into two groups: a control group (traditional formative assessment – paper and pencil test) of thirty-four students and an experimental group (Kahoot!) of thirty-two students. Both groups participated in a pre-test and a post-test in order to examine the progress students made on the basis of the feedback they received following the completion of the pre-test. More specifically, during 2017-2018, both the control group and the experimental group consisted of seventeen students each. In 2018-2019, the control group consisted of seventeen students whereas the experimental of fifteen students. A total of forty-nine students were female and seventeen male; twenty-six females and eight males (2017-2018), twenty-three females and nine males (2018-2019). The tests were conducted in the same teaching weeks during both academic years and students were tested on the same grammatical phenomena and items previously taught in classes (i.e. present tense verbs, nouns in nominative and accusative (singular and plural)).

The control group completed the pre-test in class and received feedback in the next class, once the tests were marked by the teachers. In order to improve the teaching and learning process, teachers praised students' efforts and referred to common mistakes, revised the necessary materials and gave students the opportunity to ask further questions. As far as the experimental group is concerned, the majority of the participants had not used Kahoot! prior to the implementation of the study. Students in this group participated in a Kahoot!-test session to familiarise themselves with the gamification tool. Once this session was completed, the experimental group completed the pre-test. Once a question was completed, teachers paused the quiz and asked students to provide explanations in reference to the (in)correctness of their answers. Where necessary, further explanations were given by the teachers. In this way, students received immediate feedback and revised the teaching material. In the post-test, students did not receive any feedback from the teachers while they were completing the quiz.

B. Results

Collected data were analysed using an independent t-test with p-value as well as a paired sample t-test. The differences in means, standard deviations and standard error means between the control and the experimental group were examined. The overall results of the analysis are presented in Figure.1.
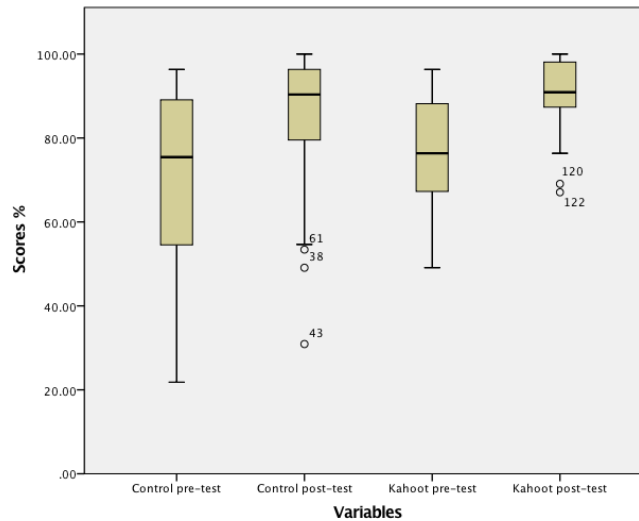
Figure 1. Group statistics visualisation

Firstly, we were interested in evaluating students' performance in the pre-test and the post-test in the control versus the experimental group. Levene's test was run to test the quality of variance between the two groups (Table.I).

In line with the results presented in Table.I and since the Sig. (2-tailed) is >0.05 both in the pre-test (p = .084) and the post-test (p=.079), we conclude that there is no statistically significant difference in the performance of the control versus the experimental group.

TABLE. I
INDEPENDENT T-TEST FOR BOTH GROUPS

| | | Levene's test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
									Lower	Upper
pre-test	Equal variances assumed	17.902	.000	1.757	64	.084	8.12083	4.62164	-1.11197	17.35362
	Equal variances not assumed			1.787	51.572	.080	8.12083	4.54498	-1.00114	17.24279
post-test	Equal variances assumed	10.989	.002	1.784	64	.079	6.06278	3.39919	-.72789	12.85344
	Equal variances not assumed			1.817	49.193	.075	6.06278	3.33707	-.64265	12.76820

Next we ran a paired sample t-test in order to investigate students' progress in the pre-test and the post-test in the control and the experimental group, respectively. The results of the analysis are presented in Table.II.

TABLE. II
PAIRED T-TEST

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control_pre-test	69.0382	34	23.11796	3.96470
	Control_post-test	84.1094	34	17.29281	2.96569
Pair 2	Experimental_pre-test	77.1591	32	12.57043	2.22216
	Experimental_post-test	90.1722	32	8.65463	1.52994

The mean score of the control group in the pre-test was M= 69.0382 (SD=23.11796) while in the post test it was M=84.1094 (SD=17.29281). On the other hand, the mean score for the experimental group in the pre-test was M=77.1591 (SD=12.57043) whereas in the post-test it was M=90.1722 (SD=8.65463). Students' performance in the post-tests improved, with a positive correlation in both groups, as shown in Table.III.

TABLE.III
PAIRED T-TEST - CORRELATIONS

		N	Correlation	Sig.
Pair 1	Control_pre-test_post_test	34	.762	.000
Pair 2	Experimental_pre-test_post-test	32	.676	.000

Since the Sig.(2-tailed) is <0.05 (p=.000) in both the control and the experimental group, as shown in Table.IV, there

is a statistically significant difference in the students' performance in the pre-test and the post-test in both groups.

TABLE. IV
PAIRED T-TEST – DIFFERENCES

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Control_pre-test Control_post-test	-15.07118	14.97696	2.56853	-20.29688	-9.84547	-5.868	33	.000
Pair 2 Experimental_ pre-test Experimental_ post-test	-13.01313	9.26195	1.63730	-16.35241	-9.67384	-7.948	31	.000

Consequently, it seems that both methods of formative assessment had a positive effect on the students' performance in the consolidation of grammatical phenomena in adult foreign language learning.

IV. DISCUSSION - CONCLUDING REMARKS

Teaching and learning a foreign language is a rewarding and, at the same time, a demanding process during which teachers and learners are in constant interaction. Amongst other things, teachers have to create learning environments which address the educational needs of different types of learners. One of the ways that teachers achieve this is through the teaching materials and tools they use as well as their teaching methods. The increasing impetus of information and communication technology in classrooms further provides teachers with educational tools -e.g. gamification- that create an effective teaching and learning experience. As we have already seen in the previous sections, there are several benefits to using gamification. Gamification tools increase student knowledge, motivation and engagement. They also create an active commitment that supports problem solving skills in teaching environments and cultivates students' abilities to learn from their mistakes in a safe learning environment. The positive effects of gamification are often depicted in students' scores. Consequently, research studies should address the question of whether gamification can be used as tools to measure students' learning progress.

In our study, we investigated the effectiveness of Kahoot! as means of formative assessment in the consolidation of grammatical phenomena (at an A1-level) in adult foreign language learning. Our aim was to test whether Kahoot! is as effective as traditional assessment methods. Our working hypothesis, namely students' performance in Kahoot! is equal to their performance in paper-and-pencil tests, was confirmed. According to the analysis of the quantitative data, it was found that the students' performance in Kahoot! showed no statistically significant difference when compared to the students' performance in the paper-and-pencil tests. Simultaneously, students' performance in both groups increased in the post-tests. We can thus suggest that Kahoot! may serve as a method of formative assessment in the consolidation of grammatical phenomena in adult foreign language learning, alongside traditional ones (paper-and-pencil tests). The latter can be used to further test student performance on grammar through exercises which focus on students' writing skills. The effectiveness of Kahoot! as a suitable tool for formative assessment was also depicted in the study of Ismail et al. (2019).

Moreover, our findings -on the basis of students' performance in the Kahoot! pre- and the post-tests- are in line with previous reports in the literature as far as foreign language learning is concerned. Kahoot! increased students' performance in English (Wichadee & Pattanapichet, 2018), in reading compliance (Rodrǵuez-Prieto, 2014) and in vocabulary knowledge (Ciaramella, 2017; Klimova & Kacetl, 2018). Moreover, Iwamoto, Hargis, Taitano and Vuong (2017) found that Kahoot! had a positive impact on psychology students' academic performance. In the study of Şad and Özer (2019), it is reported that students who participated in a teacher education programme scored higher marks in assessment through Kahoot!

As it has been noted by Wang and Tahir (2020), "Kahoot! can have a positive effect on learning compared to other tools and approaches and for various contexts and domains. All studies that include statistical significance tests and effect sizes support this conclusion" (p. 9). Through Kahoot! students can revise newly acquired teaching material and can also receive rich and immediate feedback. Additionally, they feel positive about the use and the benefits of the gamification tool in class, as shown by Dellos (2015) who used Kahoot! in English learning classes. Fotaris, Mastoras, Leinfellner and Rosunally (2016) also found that students' engagement and learning experience are positively affected by the use of Kahoot!, when the tool was used in a university computer programming course. Similar conclusions were reached by Michos (2017), who used Kahoot! in a Spanish language course. He found that students believe that it increases motivation and is effective as a review activity for grammar and vocabulary. In addition, Zarzycka-Piskorz (2016) investigated university students' perceptions about English grammar learning through the gamified tool. In her study, students were positive about Kahoot!, as it made the learning process more effective and funny. The effectiveness of Kahoot! for the enhancement of language skills and students' classroom engagement when applied to a university English course was highlighted by Muhridza, Hazwani, Rosli, Sirri and Samad (2018). According to Tewthanom (2019), Kahoot! is an effective tool for improving pharmacy students' learning skills.

As we have already seen, students' performance in Kahoot! fits the general picture of the effectiveness of

gamification in education; i.e. students achieved better scores in the studies of Barata, Gama, Jorge and Gonçalves (2013), Borrell, Cosmas, Grymes and Radunzel (2017) and Jang, Park and Yi (2015), and gamification resulted in the increase of vocabulary knowledge according to Abrams and Walsh (2014).

Prior to reaching our conclusion, we acknowledge the limitations of the study, i.e. the number of the tests that are to be carried out over an extended period (e.g. semester) or the involvement of more participants from diverse backgrounds.[1] We, therefore, propose that the utilisation of Kahoot! in education, and more specifically in foreign language teaching and learning, can be only seen as a positive addition to the teaching and learning process. It goes without saying that by no means do we suggest that gamification tools should be solely used for student assessment. Rather we claim that traditional formative assessment methods can be enriched through the use of gamification tools, bearing in mind the positive effects of gamification in relation to student engagement, motivation, collaboration and knowledge sharing (Dellos, 2015; Licorish, George, Owen & Daniel, 2017).

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Interactions on Facebook and Twitter: A Communicative Action Perspective

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Abstract—The study examines interactions on Facebook and Twitter from a communicative action perspective. The objectives of this study are to: identify the nature of action(s) by interlocutors on Facebook and Twitter and examine the world(s) portrayed by these interlocutors. The study adopts Habermas' theory of communicative action to study the nature of actions and the three-world concept that exist among users of Facebook and Twitter. Insights from interpersonal pragmatics and politeness were also found useful in the analysis of data. A total number of 275 messages were used comprising five posts from Facebook with randomly selected 165 comments and three tweets with randomly selected 102 comments. The research observes that most participants on Facebook and Twitter acted or commented strategically in the sense that the stance they took were motivated by reasons and facts and not merely opinions or emotions. The findings also reveal that many interactants showed that they operate in the objective world by abiding by the social norms and facts.

Index Terms—communicative action, three-world concept, pragmatics, social networking sites, Habermas

I. INTRODUCTION

Interpersonal interactions have moved from face-to-face interaction to computer-mediated or electronically-mediated discourse. Social networking sites (SNSs), through the internet, have fostered communication amongst people from different parts of the world. Information, in the present dispensation, can be disseminated in nanoseconds. People from different parts of the world have been able to interact with people through social media like Facebook, Twitter, Instagram, WhatsApp, etc. Social network sites, contend Boyd and Ellison (2007), allow interactants to create a public or quasi-public profile within a bounded system and interact with a list of other users with whom they are in connection with. Admittedly, Varis and Bloomaert (2014) note that SNS performs the function of maintaining easy communication access among people.

Social media interactions have attracted the interest of researches. Within the linguistic parlance, these areas have been explored: ethnography and conversation analysis (West, 2015), communication style (Alvidrez & Rodriguez, 2016), language variation and change (Ibe-Kalu, 2016; Bailey, 2018), code-switching (Habtoor & Almutlagah, 2018; Alaslaa, 2018). As people interact on social media, they reveal their ideologies through the messages they send and the posts they share, retweet and/or forward. More so, personal relationships influence members' online interactional decisions and time of responses (West, 2015). This implies that people often reply the messages of those they are close to than the messages of people they are not closely related to. From the researches carried on interactions on social media, it could be seen that there is need to study interactions on Facebook and Twitter from a communicative action perspective, which is the justification for this study.

Facebook, Twitter and other social networking sites in the sociolinguistic parlance can be referred to as a speech community because there exist therein specific forms of language use that are only used in these sites and unacceptable in a formal setting. English has become the lingua franca of social media (Kim, Wei, Weber, Oh, 2014), although the world is not a 'global village' because the internet does not use a single language (Crystal, 2006). Inasmuch as there is no single language used on social media, English continues to be the most used language and participants use it to communicate and interact with one another.

The introduction of SNS has made it relatively difficult for one to have a private life. Two individuals who are friends on Facebook, for example, might attend a function together; one may not want to disclose to the cyber world that he was present at the function. The other person might make a post of a picture he took with the other person, tags him and uploads. In scenarios like this, Marvick and Boyd (2014) contend that privacy is discussed in terms of 'network privacy' and that information is interrelated and that people share information that implicates others. 'Network privacy' here refers to "trying to be *in* public without always *being* public" (Marwick & Boyd, 2014, p. 2; emphasis in the original). This implies that an individual might be in his room alone but with his mobile device, he is communicating with many people. Suffice it to note that individuals often interact through computer-mediated platforms than face-to-

face. This explains the reason a group of five persons will prefer interacting with people far from them than engaging in a face-to-face conversation with the people around them.

SNS has bridged the barriers of communication. As individuals interact on the social media, they exchange messages, reveal their ideologies and current activity, market their products or disseminate information. Since individuals on social media make use of language in their day-to-day discourses on social and since they are members of their individual societies or communities, studying the language use of interactants on social media becomes a task for sociolinguists. Sociolinguistics is generally defined as the relationship that exists between language and society (Wardhaugh 2010; Agbedo, 2015). Variationists examine the language variation and change manifesting in the posts and/or tweets of interactants. Speech act analysts will preoccupy themselves with Facebook Acts, Instagram Acts, and Twitter Acts. Conversational analysts examine the turn-taking patterns, adjacency pairs, and the procedures of initiating and ending interactions. Ethnographers using the ethnography of communication model seek to reveal the norms of interactions and the principles that guide any communicative event on social media. As such, the social media has provided another area of research for linguists. Crystal (2006) notes that researchers in the field of computer/electronically-mediated discourse analysis must be well-informed with the changes that occur on social media if they want their researches to be current and relevant.

As such, the present study analyses interactions in Facebook and Twitter from Habermas' communicative action perspective. A study from this perspective becomes imperative because in the post-truth era, a time when alternative facts spring up every day, people's post on social media need to be verified in order to discern if they align with the 'social world' or deviate from it. More so, individuals do not often verify information, which they share on social media, which does not concur with the truthfulness aspect of Habermas' theory of communicative action. In this study, posts and tweets obtained from Facebook and Twitter respectively and the comments on these posts and tweets will be analysed.

As observed by West (2015, p. 7), Facebook, which was begun in February of 2004 was originally set up as "an online facebook – a directory that includes photos and basic information about members of a community – specifically for Harvard students ("thefacebook.com")." As time proceeded, continues West (2015), members of the Facebook community increased. Different modifications have been made to Facebook ranging from having only the 'Like' option to the inclusion of other options like 'sad' 'love' etc. Facebook makes provision for group membership where people with the same interest can come and share ideas together.

On the other hand, Twitter as one of the social media platforms is where users post short messages of 280 characters (Bailey, 2018; Habtoor & Almutlagah, 2018). According to Alvidrez and Rodriguez (2016, p. 2):

> Twitter's speed and reach have made it a communication tool used widely by public figures to attract the attention of users, creating emotional bonds with their followers and, ultimately, mobilizing people to undertake a concrete action (for example: attending a film premiere, making donations for charitable causes, voting on election day).

In corroborating the above assertion, Alaslaa (2018) claims that Twitter is not the only social media service, but it stands out because of its message size, which has balanced and comparable corpora. He further remarks that Twitter provides a platform for the collection of data for most researches because millions of tweets are published on daily basis from individuals, groups and government agencies. Another feature that distinguishes Twitter from other social media platform, notes Alaslaa (2018), is that most of Twitter's data and tweets are available to the public, even to those who do not have Twitter accounts.

The above explications make Facebook and Twitter potent sources of data collection for a sociolinguistic research. The general objective of this study is to undertake an analysis of interactions in Facebook and Twitter from Habermas' theory of communicative action perspective. In specifics, the research seeks to: identify the nature of action(s) in Facebook and Twitter interactions and examine the world(s) portrayed by interlocutors on Facebook and Twitter;

This study is limited to selected posts on Facebook and the comments therein, and selected tweets and their comments on Twitter. Political discourse topics were obtained from Twitter whereas educational and relationship topics were obtained from Facebook.

II. THEORETICAL FRAMEWORK

The theory that serves as the theoretical framework of this research is Habermas' theory of communication action. The theory of communicative action was put forward by Jurgen Habermas, a German, in his two-volume publications in 1984 and 1987. The theory of communicative action gears towards investigating the way individuals communicate in accordance with the opinion of others, on the one hand; and takes decisions alone without considering the consequences on the society on the other hand. In essence, the theory of communication demands people to say the truth in order not to create a 'modal confusion.' Habermas (1984) argues that an action is considered communicative when participants in a discourse communicate in line with the 'objective,' 'social,' and 'subjective' worlds. By so doing, they get to know one another through deliberations, argument, cooperation and by sharing their subjective experiences, desires and feelings. Habermas (1987, p. 401) contends that under communicative action, individuals pursue different goals by engaging in different coordinated actions.

Furthermore, Habermas (1984) opines that most people may not always do things that aim toward a common goal but an individual goal; this he refers to as 'instrumental action.' Instrumental action talks about nonsocial situation, which is self-centered. In this sense, instrumental actors accomplish their set objectives by manipulating other social actors as well as material objects. This then implies that individuals who engage in post-truth uses it to manipulate people in order to make their opinions to be adjudged as fact. In contrast to instrumental action is 'strategic action.' In this kind of action, Habermas (1984) purports that strategic actors, instead of manipulating others, pursue their objectives by convincing other actors because of the level of respect they have for them. This implies that social actors make use of deliberation and logical reasoning in pursuit of their goals.

Habermas' theory of communicative action recognises a three-world concept: 'objective,' 'social,' and 'subjective.' The objective world consists of 'the totality of what is the case' about entities and states of affairs, which agree or disagree with what is the case in the world. An actor can conceive something, which is not totally the case and may be right or wrong. Decision upon the outcome of his thoughts will be taken from the point of truth.

For the social world, Habermas (1984, p. 88) opines that it comprises a "normative context that lays down which interactions belong to legitimate interpersonal relations." In effect, the social world is the sum total of the values, traditions, and principles of a society. Notwithstanding, actors can concur or digress from these norms. When this happens, they will be judged based on the logical defense they are able to give. In essence, decisions are communally approved.

The 'subjective world,' notes Habermas (1984, p. 100), is "the totality of subjective experiences to which the actor has privileged access." In this world, the opinions and ideologies of an actor is made known to others.

In reacting to the theory of communicative action, Cecez-Kecmanovic and Janson (1999, p. 186) observe:

> Communicative action exemplifies the concept of communicative rationality inherent in human speech, which denotes a communicative practice characterized by actors' obligation to give reasons for or against validity claims raised, to challenge, accept or reject claims of others on the bases of the better argument.

From the above excerpt, it becomes glaring that Habermas' theory of communication is against individuals swallowing ideas or information hook, line and sinker. He advocates the application of sound argument and logical/practical reasoning in checking any idea or pieces of information. This will aid in confirming the veracity of the idea, opinion, or information.

Essentially, another aspect of communicative action theory as enunciated by Habermas is that anyone acting communicatively must raise validity claims and suppose that they can be vindicated. As such, the speaker claims to be uttering something comprehensible, offering a true proposition, expressing his intentions truthfully so that the hearer can trust the speaker, and choosing an utterance that is right so that the hearer can accept the utterance with respect to a recognised normative background. It is only when these validity claims are justified in terms of 'comprensibility,' 'truth,' 'truthfulness,' and 'rightness' that communicative action can only occur correctly. Discerning an utterance that did not flout the validity claims can be done through 'rational reconstruction,' which implies using sentences and utterances to determine fundamental principles for understanding any practical use of language.

The theoretical framework used in this study is Habermas' theory of communicative action. The theory of communicative action takes precedence of objectivity over subjectivity. In using this theory in analysing data, two aspects of the theory will be employed: nature of action (instrumental or strategic), and the three-world concept (objective, social, subjective). This will enable the researcher to draw conclusions on the nature of messages sent across Facebook and Twitter as people interact with one another.

III. RELATED STUDIES

Habtoor and Almutlagah (2018) explored intra-sentential code-switching among bilingual Saudis on Twitter. The study made use of 12 bilingual Saudi females on Twitter who differed in age and education. Statistical and qualitative methods were used in analysing the data. The finding of the research revealed that code-switching occurs frequently among Saudi users of Twitter. At the level of particular syntactic categories in Arabic code-switching, nouns were the most often switched elements in the corpus. The research also discovered that most inserted words in English were related to the internet and other social aspects. This research and the present one are similar in the sense that both obtained data from Twitter and analysed them from a sociolinguistic perspective. The difference lies in the fact that the former examines code-switching but the latter studies the communicative action of interactions in Facebook and Twitter.

Ibe-Kalu (2016) examined the language use of social networking sites (SNS) among students of the University of Nigeria, Nsukka. The objectives of the study were to identify the various types of SNS and their features, how SNS enhances communication among students, and to determine the implication of the proficient use of the language of SNS on the students. The study made use of 244 respondents from four hostels in the University of Nigeria, Nsukka. The study made use of the respondents' individual posts on social media. The research discovered that the various types of SNS are Facebook, Blackberry Messenger, Twitter, Whatsapp, and Instagram, which have 150 million users each. The finding of the research also reveals that students of the University of Nigeria, Nsukka make use of smileys/emojis, abbreviations, acronyms and code-switching during their interaction on SNS. The research also discovered that the implication of the proficient use of the language of SNS on the students is that it enables them to create new words, which enrich the vocabulary of the English language. The research, from its findings, refutes the claim that the language

of SNS influences students in their day-to-day offline interaction. The research concluded that SNS is a sociolect in the sense that it can be faulted outside the online community of social networking. This research and the present one are similar in that they examine language use in SNS. Their difference lies on the path of approach. The former analysed its data descriptively whereas the former analyses its data with the theory of communicative action. In addition, the former situates its research on the University of Nigeria, Nsukka (UNN) students alone, while the latter makes use of data from posts of UNN students and some selected political discourses from Twitter.

West (2015) researched on liking, commenting and non-response on Facebook from a sociolinguistic perspective. The purpose of the study was to analyse audience behaviour on Facebook. The researcher combined ethnographic methods of data collection with the objective of interactional sociolinguistics and conversation analysis to illuminate the influences on members' choices between such options. From the study, it was discovered that 'Like' on Facebook functions as a quick and inexplicit back-channeling device that fills the second pair slot that a post creates, avoiding the hearable silence that otherwise exists when a post receives no response from the newsfeed audience. In addition, the research revealed that audience members comment on posts based on the present contextual aspects that the poster has made available in their post linguistically and phonologically. The research concluded that Facebook is a site of great importance to computer-mediated communication researchers due to its longevity and continued prominence among SNSs. The research of West and the present one are similar in that they examine messages on SNS from a sociolinguistic perspective. The two researches are different from the standpoint of analysis. The former used ethnography and conversational analysis for data analysis whereas the latter adopts theory of communicative action.

Kim, Li, Weber and Oh (2014) in their research on a sociolinguistic analysis of Twitter in multilingual societies examined the interplay of language and network structure in diverse multilingual societies and quantifying the degree to which users are the 'bridge-builders' between monolingual language groups. The research collected Twitter data from Qatar and Switzerland, and Quebec province in Canada. The findings of the research revealed that monolingual users cluster together while bilinguals do not. More so, users speaking local language have more influence than others. In addition, the language-mixing ration of bilingual users closely mirrors the mix of followership. The research also discovered that bilinguals express informative/political/debatable topics in a local language, while posting event/tour/enjoyment topics in the English language. Whereas this research drew its data from European countries, the present research's data were drawn from posts made in Nigeria.

IV. METHODOLOGY

This research adopts the descriptive survey research design. The Social Networking Sites (SNSs) used in this study are Facebook and Twitter because of their popularity and high number of users. A total of two hundred and seventy-five (275) messages sent in Nigeria were used for the study, which are comprised of five (5) posts from Facebok (three from MY UNN DREAMS group and two from IGBOIST group). One hundred and sixty-five (165) comments were selected from the Facebook posts. These posts bordered on educational and social aspects of life. On the other hand, three (3) tweets, which have political undertones, were obtained from Twitter. One hundred and two (102) comments were selected. These SNSs provided a platform from people to interact and seek answers to their questions or communicate their ideologies to friends and followers. As people interact on SNSs, they do so through the help of language. However, the data obtained from the selected SNSs will be approached from a communicative action perspective, which is an aspect of pragmatics. Insights from politeness and interpersonal pragmatics will also be employed for the analysis.

V. NATURE OF ACTIONS IN FACEBOOK AND TWITTER INTERACTIONS

Under communicative action, Habermas identified two kinds of actions: instrumental (self-gain) and strategic (for the good of all). One of the Facebook used is 'MY UNN DREAMS' University of Nigeria Nsukka (UNN) aspirants and UNN students assemble to discuss matters that concern. Sometimes, they may discuss matters that are not related to academics. This platform is where aspirants ask questions for clarification and students use this medium to get motivated and render pieces of advice to one another.

From the first post on, the poster made a claim, "UNN Students Are Naturally Proud…" This statement attracted several comments from members of the group. From the randomly selected comments selected for this study, nine (9) participants disagreed with the poster whereas sixteen (16) participants agreed. This ratio of agreement: disagreement (16:9) suggests that the poster was strategic in his action because the claims he made were not for his selfish gains but to motivate other students to continue to be proud as a UNN student. Another piece of evidence that supported the strategy of the poster is that out of the sixteen (16) persons that agreed with the post, four (4) persons defended their agreement by asserting: "Lions dont [sic] bow to chickens," "Have you seen a timid lion before? Bold is the word," "There are only two Universities in Nigeria. 1. UNN & 2. OTHERS…" "the prestige." On the other hand, only one person defended his disagreement by asserting that there is nothing to be proud of in a University where thieves exist. From the foregoing, it can be adjudged that poster's post is strategic in its action. At the level of interpersonal pragmatics, it is seen that through the comments, participants construct their identity. The students that agreed to the post show how proud they are of being a student of the University of Nigeria, Nsukka. The people that disagreed did so because of their dissatisfaction of being a student of UNN. Notwithstanding the stance taken by the participants they

ensured that they saved the face of other interactants but non-students of UNN may frown at being referred to as 'chickens' because it threatens their face wants.

However, in some of the comments, some participants digressed from the major topic of the post. This occurred because often times, comments are built upon the previous comment or commenter. As people commented on the post, a suave young lady commented, and the succeeding commenter deviated from the post and commented on the last commenter by saying, '(Name of the last commenter) u resemble 1 gal wey meet for Tokyo in last yr' (…You are a replica of a girl I met in Tokyo last year). This comment attracted further comments, which are instrumental in action because the intentions are self-gratifying. Some of the comments include: "Okay…I'll show you around…leave Ken…I'll settle him later." "I will guard u on anything including termpapers & assignments." "but wait does it mean the freshers should now wait until everything is taken. Rara (never) I must catch them young." Evident in the above comments are instances of utterances that have rewards as their motivations. The participants offering help to the young girl in question were all boys and the motive for their eagerness to help can be seen in the statement, "I must catch them young." These comments above also point to the identity of the persons who commented them. They presented themselves as people that cherish rewards over good deeds. As a result, their actions are adjudged instrumental because they put their personal interest over general interest.

In the second post, the poster was relaying information on the state of affairs of UNN's supplementary list.

Excerpt 1

Poster: I have confirmed that the list have been screened by jamb since few days ago the latest news now is that the sch ict unit are almost done with the inserting of names on their portal. In this case the ict bosses will be contacting the registrar registrar to ask him for further names for aspirants with long legs and a big god in this case the sch registrar and the Vc are the ones delaying the list because I heard that few names were submitted in the registrar's office on monday since they are done with it will take the ict just few hours to convert it to pdf don't forget that UNN will be releasing 2/3 lists that same day…

Out of the selected sixteen (16) comments, six (6) participants agreed with the poster whereas nine (9) persons did not. From this, the action arising from the post is instrumental and not strategic. It appears that the poster wants to use the post to attract attention to himself. Those who agreed with him simply said 'Amen' to the declaration made by the poster that they (aspirants) will make it in the list. This response reveals that the identity of the responders as prospective students who are in dire need of admission into the university. Those who disagreed are possibly students of the University already and they defended their disagreement by saying, "Stop deceiving emotions," "So its no more dis week, its now next week abi". This set of commenters have heard and read series of fake news on the release of admission list. One of the commenters used the bald-on record politeness strategy when he said "Stop deceiving emotions".

Another participant (a new student) in "MY UNN DREAMS" group asked a question, "Pls as a fresher i need advice, btw hostel n offcampus which is advisable for a fresher." The poster was simply requesting advice from his senior colleagues to know if he will stay in the hostel or off-campus. The question is borne out of strategic action because the poster will not be the person to benefit from the responses; other freshmen in the platform will benefit from the constructive responses that will be given by students and alumni of the University. From the comments on the post, six (6) persons suggested that hostel is better for a fresher because of security, information dissemination, interaction, improved power and water supply. On the other hand, four persons suggested that off-campus is better because the hostel is dirty; one can still get information while in off-campus and because they saw no advantage in staying the hostel. From the data, those who defended that hostel is better for a fresher at least for the first year in the University argued strategically whereas those who defended the off-campus choice did not give any concrete reason why they suggested off-campus. This made their actions to be instrumental. More so, the comments of the participants show their ideological leaning on the hostel – off-campus issue. One thing that is worthy of note is that the stance each of the commenters took may be from personal experience or the review they have heard from people who have stayed both in the hostel and off-campus.

One of the participants in IGBOIST group (a group that brings together many Igbo people) asked a question: "Is it right for a single lady to hang out with a married man." The post attracted over two thousand seven hundred comments. From the randomly selected 22 comments, 13 participants said that it is a wrong thing with the reasons that karma is real, it is not in Igbo tradition, do to others what you would want them to do to you. The reasons given are strategic because the commenters gave reasons based on facts and culture. On the other hand, two persons said there is nothing wrong with it. This latter response is instrumental because the responders gave their responses without considering the effects of a cheating husband will have on the wife. According to Nwala (1994), Igbo morality is based on good and upright living which include fidelity in marriage and celibacy. In Igbo traditional setting, the virginity of a lady is valued in that when a man marries a lady and discovers that the lady is not a virgin, it is his right to send the lady back to her parents and demand for a refund of the dowry he paid. It is in this line of thought that those who said it was wrong hinged on. Those who supported it may have done so because of their belief in liberalism.

Excerpt 2

Poster: Nobody is as secretive as a Nigerian travelling abroad…why is it so?

The poster in the above excerpt asked why many Nigerian keep their travelling abroad as a secret. 93% of thirty selected comments attributed it the fear of 'village people'. According to them, out of jealousy one can kill another. 7% of the comments remarked that the fear of 'village people' is baseless. From instances of mysterious death of successful people, the claim that the 'village people' or witches are the reason why people do not disclose their success is strategic. The identity of the commenters can be seen in their comments. The ideology that villagers are diabolic can be from experience or hearsay. Oftentimes, there are reports that someone travelled abroad and died in his sleep and there also cases where people travelled and they became successful.

Excerpt 3

Tweeter: We welcome H.E, Atiku Abubakar to d 2019 campaign trail. Nigerians would now decide b/w a candidate with a history full of CREDIBILITY crises, damning reports on CORRUPTION, both home, abroad & from his former boss & another candidate with an unblemished record in public service.

From the Twitter data, the first post used for this research has a political foundation. One of the 'Buharists' welcomed Atiku Abubakar to the 2019 presidential race and tagged the incumbent President of Nigeria, Buhari as credible and Atiku Abubakar as corrupt. The post, as at the time of data collection (12:07PM, Wednesday, October 10, 2018), attracted one thousand five hundred and ninety-eight comments. From the randomly selected forty-one (41) comments, twenty-six (26) persons disagreed with the tweet whereas three (3) persons agreed. Other comments were not centered on the tweet per se. What transpired was the case of Atiku's supporters and Buhari's supporters. This implies that those who disagreed are in support of Atiku whereas those who agreed with the tweet are in support of Buhari. As a result of this margin between those who supported and those who disagreed, the tweeter's action is adjudged instrumental. The first person to comment supported that the tweet's action is instrumental when the person listed Buhari's few friends who have been indicted for fraud and no serious action has been taken in that regard. One of the supporters of the tweet never gave any concrete reason for supporting the credibility (Buhari) versus corruption (Atiku) demarcation unlike some of the comments that gave reasons why they did not concur with the tweet. In their taking of stance, tweeps who replied to the tweet polarised between 'us' and 'them'.

Excerpt 4

Tweeter: It has been brought to my understanding that Atiku cannot travel to some part of the world; well, I think I will prefer a President who will spend most of his time dealing with Nigerians in Nigeria, not a someone who already knows the route to all the countries like a Pilot.

Two days after Atiku Abubakar was declared the flag-bearer for the People's Democratic Party for the 2019 Presidential race, former Head of State, Ibrahim Babangida through his Twitter handle reacted to the trending news about Atiku's ban from entering the United State of America on the grounds of corruption. He remarked that for him, he prefers a President who will spend most of his time dealing with Nigerians in Nigeria, and not someone "who already knows the route to all the countries like a Pilot." The tweet attracted many comments, which manifest in bipolar between 'ATIKUlated' supporters and Buharists. Everyone is trying to support the camp he/she belongs. One of the persons that tweeted his comment took a middle of the road approach says that "The two of them should come out for debate – no surrogate this time!" Following the comments made in reaction to the tweet, it can then be said that the Babangida's tweet has strategic action because it addresses the present situation of Nigeria. In a musical video shot by a Nigerian artiste known as Falz titled 'This is Nigeria', he referred to Buhari's first tenure as "four-year tenure, three-year holidays". This is consonance with Babangida's position above. The strategic nature of Babaginde's tweet rests on the reason he gave for his position as regards who he was supporting during the 2019 presidential elections.

Excerpt 5

Tweeter: When Nnaji resigned as minister, GEJ [Goodluck Ebele Jonathan] replaced him with Nebo. When Stella was sacked, GEJ replaced her with Osita Chidoka from her state. But Seyelfa of Bayelsa was replaced with Bichi from Kano while Kemi from Ogun is replaced with Zainab from Kaduna.

Lastly, the tweet made by Reno Omokri, a member of PDP on the replacement of Ministers attracted a lot of comments from tweeps. The tweeter tried defending his former boss by saying that Goodluck Jonathan replaces Ministers with people from the same state whereas Buhari has 'northernised' Nigeria. The tweet was between strategic and instrumental. One of those that tweeted their comments remarked that even as federal character must be observed, competence should be the keyword in appointing a Minister. The stance taking in this tweet shows where the tweeter's loyalty lies. As a political discourse, the tweeter polarises between the People's Democratic Party's government and All Progressive Congress' government. For the tweeter, the former abides by the federal character whereas the latter flouts federal character. Because of the political affiliation of the tweeter, ascertaining the action performed by him becomes blurry.

VI. THE WORLD(S) PORTRAYED BY INTERLOCUTORS ON FACEBOOK AND TWITTER

Habermas' theory of communicative action identified a three-world concept of objective, social and subjective worlds. Individuals operating in the objective world argues based on truth and facts. Social world comprises the norms that govern a group of people and individuals operating in subjective world create alternative facts that are based on personal feelings and emotions. The first post from Facebook opened an avenue for participants to reveal the world they operate in. The poster itself, through the post, indicated that he belongs to the objective world notwithstanding that he

did not give reasons for his assertions. On the other hand, the second post, the poster sought clarification, which was borne out of strategic action and expecting objective answers that will abide by the validity claims. The comments to the post are objective because the commenters outlined key issues that are factual and not based on feelings.

The fourth post from Facebook shows that the poster is operating in the subjective world. The social world frowns at adultery and unfaithfulness between a husband and a wife. Those who said that it is right for a single lady to hang out with a married man argued based on personal feelings and alternative facts instead of truth and facts. Those who said that it is wrong demonstrated that they operate in the objective world because: "It is not Igboic. It is not cultural. It is not civil. It is sinful. It is sacrilege in Igbo land".

From the data obtained from Twitter, the tweeter of the first tweet operates in subjective world because the assertion that Buhari has an "unblemished record in public service" is not factual. In line with the truthfulness validity claim of communicative action, the statement is untruthful. The second and third Twitter data bemoans the performance of Buhari's government and aim at persuading their followers to share the same ideology with them. Due to the fact that the tweeters backed up their claims with the facts, the tweeters operate in objective world.

VII. CONCLUSIONS

This paper has examined the nature of actions and the three-world concept in the interactions of some selected Facebook and Twitter users. These actions and the three-world concept of Habermas' theory of communicative action emanate as people interact with one another to discuss things that concern them. One striking thing derived therefrom is that users who undertake strategic action back up their stance with factual reasons whereas most of the people who undertake instrumental actions do not give any reason for their claims. On the other hand, the study also revealed that most people operate in the objective world than in the subjective world.

Facebook and Twitter as well as other Social Networking Sites serve as platforms for people to reveal their ideologies. SNSs have proven to be good platforms for generating data for sociolinguistic analysis. The time has come in the academia when researchers will no longer be depend on questionnaires because the answers to research questions can be elicited from SNSs users. The study recommends that further researches from other aspects of sociolinguistics and pragmatics be conducted in order to tap into the benefits SNSs have for sociolinguistics in particular and linguistics in general.

ACKNOWLEDGEMENTS

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Self-directed Teacher Professional Development in Saudi Arabia: EFL Teachers' Perceptions

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Abstract—This study explores Saudi EFL teachers' perspectives, attitudes and experiences with regards to their teacher professional development (TPD) with special emphasis on workplace learning and self-directed initiatives. Using semi-structured interviews and reflective essays, the study managed to highlight a thriving workplace learning context in which teachers are involved in many forms of self-directed learning, including experiences stemming from the dailiness of the everyday realities of their schools. Data showed that Saudi EFL teachers are committed professionals who are well aware of a variety of TPD resources and opportunities; some of them are institutionalised while the majority are self-directed by teachers themselves beyond any institutional requirement. The study revealed that many participants had high preferences for self-directed learning over institutional provisions for its embeddedness in their context, the nature of their specialisation, and for the changing nature of their profession. Networking, collaboration, reflection and collegiality are some of the main features of self-directed learning as reflected in teachers' current practices.

Index Terms—professional development, professionalism, language teacher education, EFL teachers, self-directed learning, workplace learning, CPD

I. INTRODUCTION

Since English is neither a lingua franca for Saudis, nor is it the official language in the public education system, Saudi EFL teachers can be considered, in some cases, the single most important source of linguistic input for students (Al-Seghayer, 2011). Realising this fact, a considerable degree of professionalisation has taken place in the field of English language teaching and learning over the last few years in KSA as is the case worldwide (see Moskovsky & Picard, 2019). Our government began to see the centrality and importance of EFL teachers and teaching to effective participation in global economy. This triggered an increasing demand for competent and qualified language teachers and for effective approaches to prepare them (see Richards, 2008).

However, a review of literature of TPD content and delivery models in the Saudi EFL context, coupled with my personal experience as an EFL teacher, reveal that TPD initiatives fall short from an ideal model of TPD (Alharbi, 2011; Al-Hazmi, 2003; Al-Hazmi, 2017; Alsalahi, 2015; Al-Seghayer, 2011; Alshaikhi, 2018; Assalahi, 2016; Elyas & Al Grigri, 2014; Sywelem & Witte, 2013). Career enhancement opportunities available to Saudi EFL teachers are mainly limited to one-shot training events and workshops (Al-Seghayer, 2011). These traditional TPD methods have been described as centralised, scarce, and ineffective; and usually consist of 'one size fits all' packages that are theoretical in nature (Al-Hazmi, 2003).

Further, these programmes do not provide hands-on, experiential and practical activities that can be directly linked to classroom reality. As a TPD approach, training programmes and workshops were shown to have limited success, as many teachers failed to develop and practice what they had learned during the training (Alshaikhi, 2018). As such, it seems that TPD opportunities available to EFL teachers in our context are incompatible with the vision implied by the reform agenda pressing for a fundamental change in teachers' practice and the way they acquire knowledge.

Of special relevance is the nature of our educational context itself, which plays a significant role in determining the nature of TPD and the construct of the teachers' professional identities. Saudi EFL teachers operate within a deterministic top-down educational policy that neither recognises teachers' voices, nor perceives teachers as real partners in the educational process (Alfahadi, 2012; Alnefaie, 2016; Alsalahi, 2015; Assalahi, 2016; Al-Seghayer, 2011; Mullick, 2013). Based on my extended experience in the Saudi context, Saudi EFL teachers' voices have always been neglected in initiating or conceptualising educational reform in our context. Such oppressive and exclusionary practices push teachers into a technical educational reality and confined their roles to that of curriculum implementers and passive technicians (Kumaravadivelu, 2003; Mullick, 2013).

An important element closely related to the above discussion is teachers' engagement with forms of self-directed TPD which seems to be devalued and neglected in our context (see Al-Seghayer, 2014; Alshaikhi, 2018). I have noticed that most of the previous studies that investigated TPD in our context have primarily concentrated on the Ministry of Education (MoE) as the main provider of TPD (see Alshaikhi, 2018). Overall, the emphasis has mainly been on institutionalised forms of TPD. However, I do believe that research has to pay equal attention to the teachers, as they can also initiate a more valuable form of TPD (i.e., self-directed TPD). This is especially important due to the huge advancements in information technology wherein more meaningful, interactive, and affordable forms of learning can be

accessed by teachers. Furthermore, based on my experience, structures and support for workplace learning have not been given due consideration nor has the value or the impact of this kind of learning on teachers' practices.

Therefore, it could be argued that TPD, in its broadest scope, has not been fully investigated in the Saudi context. These observations raised numerous questions in my mind and triggered my interest to further investigate TPD among Saudi EFL teachers with special emphasis on self-directed TPD and workplace learning. My interest is also driven by my own belief that our understanding of TPD could be much broader than the limited scope adopted by many previous studies and as shown in the MoE's approach to TPD as discussed above. Hence, I decided to undertake this study with special interest in teachers' perspectives as told by themselves searching for an answer to the following question: *to what extent are Saudi EFL teachers ready to engage with self-directed TPD?*

II. LITERATURE REVIEW

A. Traditional TPD

Traditionalist approaches to teacher development imply a technical- rational approach to teacher professionalism wherein teachers are requested to apply knowledge and theories supplied by others to their own contexts (see Hayes & Chang, 2012; Verloop et al. 2001). This conventional conception of teacher professionalisation reflects a deficit model of TPD (Sandholtz, 2002; Lieberman, 1995). Deficits in teachers' knowledge and skills are traditionally determined by external experts leaving teachers as objects rather than subjects of their development (Huberman & Guskey, 1995). This approach resonates with a managerial professionalism discourse that seeks to dominate teachers' practices through mandated change, prescriptive curricula, standardization, accountability, and demands for effectiveness. (Day & Sachs, 2004; Kennedy, 2014).

In-service training has been the most dominant form of traditional TPD in recent years (Al-Lamki, 2009; Friedman & Phillips, 2004; Kennedy, 2005; Wallace, 1991). It is a direct intervention strategy, whereby discrete chunks of knowledge and skills are transmitted to teachers via external expertise; the mastery of which, it is presumed, improves teachers' competence and effectiveness (Freeman,1989). One of the main values of this approach to TPD is its ability to give practitioners an opportunity to consider their existing practice from a new perspective. This is basically based on the assumption that teachers' existing beliefs and assumptions about teaching and learning may constrain their growth and obstruct their innovation (Kennedy, 2005; Timperley, 2008). Training is also a good technique to implement large-scale educational reform (Hayes & Chang, 2012; Richards, & Farrell, 2005). However, it is more effective at establishing its aims if built on teachers' actual needs and models practically the behaviours teachers are expected to implement (Hayes & Chang, 2012).

However, training has been heavily criticised for maintaining a narrow view of teaching and learning (Garet et al., 2001; Kennedy,2005). Training is normally top-down in nature and supports a "skills-based" model of teacher education where content is delivered to teachers by outside experts with an aim of updating their skills so that their competence is improved (Kennedy,2005). It is also compatible with a "standards-based" view of teacher education wherein the focus is on standardisation and coherence to ensure that teachers' performance is in agreement with national standards (Kennedy,2005). In addition, the training model offers a perspective that is compatible with a techinicist view of teacher education (Craft, 2000). Teachers, according to this perspective, are reduced to passive technicians or knowledge transmitters whose primary duty is to implement educational reform as envisaged by the educational authority (Kumaravaddivelu, 2003; Benson, 2001). Lastly, training has been criticised for its inability to satisfactorily bridge the gap between theory and practice as well as between what teachers learn and the realities of their classrooms because it normally takes place in a decontextualized manner (see Kennedy, 2005; Wallace, 1991).

B. The Growth Paradigm

Recent educational reform initiatives coupled with new conceptions of teaching and learning require teachers to change their practice, adopt new roles and teach in ways they have never experienced before. The realization of this vision of educational practice, according to Darling-Hammond & McLaughlin (1995), may not be obtained through "traditional top-down" TPD. It requires a shift towards new concepts of teacher learning that are attentive to the dynamic, complex and multifaceted nature of teaching and learning (Broad & Evans, 2006; Mitchell, 2013; Villegas-Reimers, 2003).

This growing acceptance of teaching as a distinct profession that is dynamic, and complex coupled with the acknowledged limitations of traditional approaches to TPD led many educationists to shift their thinking from training to learning (Broad & Evans, 2006; Darling-Hammond & McLaughlin, 1995; Kelchtermans, 2004; Marsick, & Watkins, 2015; Mitchell, 2013; Richards, 1998; Villegas-Reimers 2003). In search for a paradigm that suits the complexity of the teaching profession, teacher educators drew upon theoretical models derived from concurrent advancements in cognitivism and constructivism. This gave rise to the growth paradigm (Huberman & Guskey, 1995) or the aspirational model of teacher education (Day & Sachs; 2004) which shifted the focus of TPD approaches from a top-down perspective to a more bottom-up approach, that acknowledges the centrality and importance of teachers' experiences and ways of knowing to their development, wherein teachers are seen as active learners who initiate and design their own development activities based on their contexts (Crandall & Christison, 2016; Desimone, 2009; Johnson, 2009a).

Thus, the growth paradigm is seen as a countervailing model to conventional approaches to TPD that have dominated

teacher professionalism for a long time (Huberman & Guskey, 1995; Kennedy,2005; Wallace, 1991). It consists of a variety of site-based professional learning opportunities. They are interactive forms of development that conceive of teachers as active agents of their TPD. External expertise plays a minor or no role in the creation or direction of these learning events and schools are acknowledged as learning sites (Smylie, 1995; Huberman & Guskey, 1995).

Therefore, TPD, in its widest perspective, means more than mere acquisition of new skills and knowledge. Rather, it is a process of continuous learning beginning with pre-service teacher education and continuing throughout teachers' careers (Day, 1999). Its main focus should be on "deepening teachers' understanding of the processes of teaching and learning and of the students they teach" (Darling-Hammond & McLaughlin, 1995). This new approach to TPD see the process of development as a transformative undertaking of continuous reflection and critical reflection that leads to changes in practitioners' views, attitudes, habits and practices (Kerka, 2003).

Knowledge acquisition within the growth paradigm of TPD is contextualised, participant-driven and constructivist in nature (Darling-Hammond & McLaughlin, 1995; Johnson, 2009b). This can be achieved by shifting the focus from "direct teaching" to facilitating "in-school learning (Lieberman, 1995) wherein teachers are engaged in concrete tasks related to their classroom practices including but not limited to teaching, reflection, assessment, and observation (Lieberman, 1995; Timperley, 2011a ;Villegas-Reimers, 2003). This active participation paves the way for teachers to bridge the gap between theory and practice that has always been posed by traditional in-service models of TPD (Darling-Hammond & McLaughlin, 1995).

C. Self-directed Learning

As opposed to traditional TPD activities which view learning as a dissemination of information and position teachers as passive recipients of expert knowledge, learning in a self-directed manner is compatible with the principles of the growth paradigm discussed above as it recognizes the central role of teachers as active participants and of their contexts as potential sources of valuable kinds of knowledge (Raza, 2010; Smith, 2017). Self-directed TPD stands for the independent learning of teachers either individually or in groups. This often happens when teachers decide to pursue development at their discretion with or without institutional support using existing resources. In self-directed forms of TPD responsibility is laid on the shoulder of the teacher to set some TPD goals and to choose the appropriate kinds of activities that will help him/her establish these goals (see Villegas-Reimers, 2003). This form of learning is important in that it recognises the value and power of both "experiential and action-based learning" (Richards, & Farrell, 2005, p. 14).

Self-directed TPD can be carried out individually as is the case with self-monitoring, analysis of critical incidents, journal writing, and reflection. It can also be done on one-to-one basis such as peer coaching, peer observation, critical friends, and team teaching. In addition, it can be group based such as case studies, and teacher support groups. Further, it can be institutionally facilitated (Day, 1999). Some activities including action research fits all the previous categories.

A number of processes have been identified by Richards & Farrell (2005) as central to self-directed learning. These involve inquiry where teachers keep asking probing questions about their daily practices; self-appraisal to assess one's teaching and development needs to determine his/her weaknesses and strengths; personal experience which provides the stimulus for learning; personal construction since the meaning is constructed by the learner himself/herself; contextualised learning because it takes place in a particular social context; and planning and managing because success of this kind of learning depends on the teachers' ability to set learning goals and to determine the strategies for attaining those goals.

D. Workplace Learning

The workplace context has become firmly established over the past decade as an important setting for ongoing professional learning as well as for inquiry into that learning (Forde et al, 2006). The centrality of workplace learning to successful continuing professional learning is widely recognized within the research community (Webster-Wright, 2009). Workplace learning is a general term used here to refer to all forms of TPD opportunities teachers engage with at the school level, be it formal or informal with or without assistance from external facilitators (see Avalos, 2011). The importance of workplace learning to professional growth in general and professional identity formation in particular is well established in literature (Forde et al, 2006). According to McLaughlin (1994) the most meaningful sort of TPD is that which takes place in the contexts of professional collaborative communities where teachers engage in meaningful interactions at their workplace contexts (see also Johnson; 2009b).

Although this form of development is often underestimated in many educational contexts, it is still considered to be a significant factor in the process of professional growth (Craft, 2002). A significant contribution of this source of knowledge lies in its ability to help practitioners bridge the gap between theory and practice (see Wilson & Demetriou, 2007). Indeed, it is in the workplace context that professionals live the experience of being part of a professional community. Learning alongside experienced professionals is important especially for new teachers during the phase of initiation into the teaching profession (Forde et al., 2006). The process of transition from the university into the school context is not an easy straightforward process. Although novice teachers graduate with a good stuck of codified knowledge (content knowledge) relevant to their practice, it is in the workplace context that they develop their context specific knowledge which is necessary for the process of development (Eraut,2004). This is the type of professional knowledge that is not easily codified and presented in textual forms. Rather, it is practical in nature and usually "

acquired informally through participation in social activities;" and that most practitioners are unaware of its influence on their behaviour and practice (Euraut, 2004, p.263). Thus, one of the main values of this kind of learning is the emphasis it places on teacher practical knowledge as opposed to traditional institutional training events where the focus is on codified knowledge determined by experts extraneous to the field of teaching (Smith, 2017)

E. Adaptive Expertise

In developing a high-level guiding framework for the professional learning of teachers and school leaders throughout Australia, Timperley (2011b) promotes a flexible notion of democratic professionalism wherein teachers are being viewed as "adaptive experts" working in environments of high adaptive capacity (see also Timperley, 2011a). Solving educational problems, as she argues, requires "transformative" rather than "additive" change to teachers' practices (p. 5) and this can only be supported through the internal processes of learning which requires active engagement on the part of the teacher in democratic professionalism contexts (Day & Sachs, 2004).

"Adaptive", as highlighted by Timperley (2011a), implies a dynamic process of ongoing learning and adjustment. Adaptive experts are self-regulated learners who have adequate mastery of content knowledge, pedagogical content knowledge, and who also have high adaptive capacities. They are highly aware of their deeply ingrained assumptions, beliefs and values, and the way these impact on or inform their practice. Their professional knowledge is built on constant assessment and analysis of their students' needs and thus adjusting their expertise accordingly in order to be responsive to those needs. Their knowledge is in a state of flux and constantly changes according to the challenges facing them and their students.

Ongoing professional learning is the theoretical framework underpinning this form of professional identity wherein knowledge is constructed by teachers themselves through active engagement in contextualised learning opportunities (Timperley, 2011a, 2011b). Such framework is reflected in the growth paradigm which is characterized by diversity and variation that is suitable to the vocation of teaching and to the teachers as agents of change (Kelly, 2006; Sachs, 2016). This multiplicity of learning opportunities, in Timperley' (2008) view, is essential to change teachers practice because it helps teachers absorb new knowledge easily and translate it effectively into practice.

III. METHODOLOGY AND METHODS

A qualitative exploratory research design was chosen for this study. This choice supports my general aim of investigating teachers' personal perceptions, attitudes, and experiences regarding their self-directed TPD. As per literature, the focus within qualitative research is on the socially constructed reality and the multiple meanings that research subjects ascribe to it (Creswell, 2013; Denzin & Lincoln, 1998). To achieve this end, researchers need to use appropriate research methods that enable them to capture people's contextual meanings and actions from within so that they can develop an insider perspective into the research focus (Seidman, 1998). To develop this perspective within my study, I utilised semi-structured interviews and reflective essays to probe the depth and breadth of my research focus from the perspective of 25 practicing Saudi EFL teachers (male and female) in Saudi public schools who have been purposively invited to participate.

A reflective essay is one type of personal documents involving written accounts of a participant's experiences and reflections regarding his/her own TPD (Taylor et al., 2016). The essays were semi-structured in nature in that, upon receiving participants' reflections, I commented on and/or asked for further clarification or elaboration on issues that needed to be enlarged for a better understanding and in-depth investigation. This method was also used with some male and female teachers to further discuss issues that have not been fully discussed during their interviews.

Most semi-structured interviews and essays were conducted in Arabic for simplicity and as requested by the participants. All interviews and essays were first transcribed verbatim and then sent to the participants for validation (Creswell, 2013; Maxwell, 2005). Both inductive and deductive analysis techniques were employed to thematically analyse and code data using Braun and Clarke's (2006) model as a guide. Their proposed six-phase thematic analysis model provided a general framework and a sense of direction throughout the process of data analysis:

1- Familiarisation with the data.
2- Generation of initial codes.
3- Searching for potential themes.
4- Reviewing the themes.
5- Defining and naming the themes.
6- Writing the report

However, due to the bulk and complexity of my dataset, I decided to use a computer programme (MAXQDA) for storage, management, organisation, classification, coding, and easy access. The programme proved to be both helpful and useful. For example, it helped me easily cluster codes into categories and enabled me to easily allocate each quote to its particular category. Furthermore, the programme enabled me to enter many coded data under different categories without losing track of my data.

Consent and confidentiality

Prior to any involvement of the participants in the study, all of them were sent consent forms and participant information sheets to ensure they understand the purpose, aims and benefits of the study they will take part in.

Participants were assured of strict confidentiality and non-identifiability (Berg, 2009). All of them agreed voluntarily to participate in the study and signed the forms.

IV. FINDINGS

Two main themes emerged from the data each of which has a number of subthemes as can be seen below:
Theme 1: General perspectives

TABLE 1
THEMES EMERGING FROM DATA REGARDING GENERAL PERSPECTIVES

Subtheme	Example quote
Importance of TPD	"You won't find anyone who denies the important of TPD to English teachers. It is important because it is a tool to improve the performance of the teacher." (**Hani**)
Personal responsibility	"[TPD] is the teacher's responsibility; We have to agree on this…the teacher has to take the initiative himself." (**Arif**)

Importance of TPD

All participants emphasised the importance of TPD to their practice, as can be seen in Table 1. They unanimously agreed that TPD is an essential component of their practice. Participants like **Mahmood** gave TPD priority because they think it is "a fundamental principle" in teaching. **Fayz,** for instance, likened his need to development to his need for "food, water, and air" because it keeps him "professionally alive". TPD, as he continued, "deals with the spirit and the mind; and these need to feed just like the body." TPD was also emphasised for its ability to build teachers' confidence as can be seen in **Mona**'s quote:

I found out that self-learning is a good way to improve teacher effectiveness; because it helps me

develop the confidence I need to face the challenging problems and obstacles in my teaching career.

It has to be mentioned though that forms of learning driven by teachers themselves have been given special importance by all participants. They stressed the value of this form of development over institutional training because it is responsive to their needs, problems and contexts as was evident in the participants' reports. However, the majority of participants held that it was their specialisation as EFL teachers that made it imperative for them to prioritise self-directed TPD. This linguistic component appears to be an indispensable aspect of EFL teachers' engagement with self-directed TPD. Teachers' emphasis on their linguistic development was partly due to the nature of their job as language teachers and to the nature of English in their context. "English is a foreign language; if not used, then it will be forgotten," as stated clearly by **Yassir**. Therefore, EFL teachers, according to his opinion, have to continuously work hard on their language, otherwise they are at risk of losing it. **Ali,** who strongly agrees with **Yassir** confirms this point saying:

the linguistic aspect is one of the most important issues that the language teacher have develop. And

this entails continuous engagement with TPD inside and outside the school.

Continuous engagement with self-development is also important to participants because it provides them with better pedagogical practices, sound decision making, and appropriate teaching techniques to deliver their textbooks effectively:

There are lots of ways to deliver the information to your students, but not every teacher can do

that…the one who learns new strategies and understands them well and always changes his style is

the one who will certainly achieve the highest student engagement and achievement. And this can be

acquired by the teacher's ongoing search for the best (**Faris**).

Part of teachers' justification for the importance of ongoing engagement with TPD is adaptation to change. Their accounts imply that they are fully aware of the changing nature of their profession and therefore they have to continue learning in order to increase their readiness. The teacher, according to **Mansour**, "needs to develop himself according to the latest advancements; and according to the new trends which may accompany his profession". Any teacher, as he observed, has to "keep up with these things" throughout his career, otherwise he will be lagging behind.

Personal responsibility

The majority of participants agreed that it is the teacher himself who should take the responsibility of ensuring that his skills, knowledge, and abilities are up to date. **Arif**'s quote (see Table 1) is just one example that is representative of many others. Even those who think TPD should be a joint responsibility between the teacher and his institution explained clearly that teachers are not excused from pursuing development if their institutions failed to cater for their needs:

we should not throw the load on others…If the Ministry does not provide training to me or if the

supervisor has other tasks to do, does this give me the right to stop developing? (**Yassir**)

Teachers' justification for this stance centred on four main arguments. First, they believe that information can now be easily accessed and that any teacher "can dispose of everything around him" and develop himself easily without any institutional support (**Fayz**). Second, participants feel that the MoE is not doing well in terms of developing its teachers; therefore, the teacher should take the initiative himself instead of idly waiting for others to develop him. Typical of others, **Hassan** explained this saying: "you may not get what you need from the MoE; and even if you managed to get it, it is not as good as you expect."

The third argument implicit in teachers accounts states that development is part of the act of teaching and therefore it is natural for the teacher to keep on learning until retirement. TPD, as stressed by **Sameer**, is "a life-long process" and "teaching is the profession of learning". The final argument, as explained by **Adnan,** emphasised that the teacher is "the only person who knows his weaknesses well" and therefore he is the only one who can diagnose those weaknesses accurately and look for suitable ways to treat them. However, this responsibility has to coincide with institutional support as stressed by participants.

Theme 2: Current TPD practices

<div align="center">
TABLE 2
THEMES EMERGING FROM DATA WITH REGARDS TO SELF-DIRECTED TPD
</div>

Subtheme	Example quote
Learning from practice	"the actual practice of teaching is a source of teacher development… I always discover mistakes and find new ways to deliver information through my daily practices" **(Faris)**
Using the internet	"the best way of learning nowadays is through the internet. We learn everything. Everything. If you search the internet for any question, you will definitely find an answer. It is the only tool that can meet all of my needs at any time." (**Hassan**)
Learning from colleagues	"when I feel that something gets difficult for me, or if I did not find what I am looking for, or if I did not recognize something fully, the first choice for me is my colleague himself." **(Hatim)**
Reading	"I develop myself through the act of reading" **(Adnan)**
Social networks	"I use social networks to benefit from other teachers and to share my knowledge…use of personal learning networks has the greatest impact on my TPD" **(Mona)**
Postgraduate studies	"Formally, I studied at Al-Baha University. I studied there. And I had a master's degree in applied linguistics." **(Adil)**
Paid formal courses	"I enrolled in many institutes where I took training courses. I paid for them myself; and I travelled a lot although I do not like travel." **(Sadiq)**

Learning from practice

All participants indicated that their daily practices and their ongoing engagement with their students represent a major source of development for them (see Table 2). Proof of this can also be found in **Yassir**'s words who said: "undoubtedly the classroom is a major source of learning because a student or a particular situation might generate a new experience to you." Each year, according to his perspective, was unlike the previous one because his classroom encounters always refine and improve his skills and teaching styles. Participants' learning in this case is supported and sustained by their ongoing trails and pursuit of new methods and better ways that work for them and their students.

Furthermore, teachers reported that assuming new roles inside schools was another source of development. This was highly emphasised by secondary school teachers who were sometimes given some administrative roles inside their schools. **Ali**, for instance, worked as an "academic advisor" at his school and claimed that "assuming this post is effective and develops the teacher as well."

In addition, working with students on school projects has also been identified as a source of learning for some teachers. **Adil**, for instance, reflected on the days when he started a student club inside his school and recalled how that experience had enriched him and how his students had lifted him up with them:

> we used to sit together, talk, and make different activities. We also used to present different programmes at the school level…but for me, when we used to sit and talk it was like sitting with other teachers. They come up with different things and expressions which I don't know. Their level was very high, and they lifted me up with them.

Many participants also described reflection as a tool of learning. They explained to me how the ability to think about and reflect on specific aspects of their practice helped them improve their performance and informed their future decisions. **Faris** for instance, was one of the teachers who referred to the role of reflection in his development when he said "reflection improves my performance; this is real… I always sit privately and criticise myself." **Mahmood** also adopts a critical attitude to his classroom behaviour and performance as can be seen below:

> I ask myself: why did the student do that? I discuss it within myself and sometimes find answers. My method might have been wrong. The questions might have been asked incorrectly. My attitude to the student might have been unsuccessful. This makes me learn from my mistakes and change for the best.

The internet

The internet was another choice for many participants in terms of self-development. It provided them with an affordable and easy platform where they can network, seek help and sustain their professional learning. **Hassan**'s quote (see Table 2) is just one example to illustrate this point. **Arif**, among others, described the internet as being one of "the best things for self-learning because it can provide whatever teachers need immediately and in the easiest manner." In terms of their personal experience, many participants explained to me how they used the internet to improve their pedagogical practices so that they can deliver their content properly. **Barakat**, for instance, explained that he "always browse for strategies and try to watch videos demonstrating their use in websites and YouTube." This was also echoed by **Hatim** who always uses YouTube to see how other teachers conduct their lessons.

The internet also provided teachers with ready-made material that could be used in their classes. This feature saved them both time and energy. Some participants, for example, visit websites like "Saudi English" to exchange expertise with others and to download materials related to their subject such as "new experiences, explanations, examples, ready-

made tests… and teachers' books" as pointed out by **Mansour**.

Further, the internet gave some participants an opportunity to personalise and customise their development according to their own specific needs. One of those needs, as was evident to me, was their linguistic proficiency; and the internet was the ideal source for linguistic development. **Barakat,** for instance, described to me how he benefited from the internet in developing his language through "live chat with natives."

Learning from colleagues

Hatim's quote (see Table 2), and many others similar to it, show that learning from and with colleagues has always been an integral part of participants' professional growth. Many participants described in their reports how they work collectively and in a collegial manner to address various issues related to their classroom practices:

> We collaborate on many things. We benefit from each other. We try to work together to use things and technologies. We do that a lot. For instance, we started to gather low-performing students together in small classes and we give each one of us a specific area to address based on his specialisation (**Hassan**).

Sadiq, among others, also stressed the importance of informal collegial chats to his growth. **Adil** reported to me how he and his colleagues would chat informally on various aspects of their daily practices and how those talks enriched their repertoires. In a similar manner, **Mahmood** explained to me that he is always keen to mix with other teachers in the breaks to chat informally about many topics related to their practice. Those chats were highly important to him because "a friend might bring up an idea and you take it and benefit from it in your class" as he explained.

Informal classroom visits were another form of voluntary collegial development inside schools where teachers observe and being observed by their colleagues. Although most of those visits happen between EFL teachers themselves, there were some instances of classroom visits to teachers from other disciplines. This can be seen in **Ali's** description of the following experience:

> I visited the biology teacher and I benefited from the way he controls his class, the way he directs questions, and the way he arranges [the lesson]**.**

Although most of this collaboration remained at the level of talking about practice and advice giving, there were some hints that teachers' collaboration sometimes goes beyond mere talk and extents to joint work on issues of mutual interest inside schools as was evident to me at **Hassan**'s school.

Reading

Reading was another source of development for some participants (see Table 2). Describing his lived experience, **Majdi** explained to me how he sometimes resorts to reading to enhance his linguistic competence. He reported to me one of his experiences when he came across a book on language development at "Jareer Bookstore." The book was "comprehensive" and "talks about everything in language." It was a milestone in his development because it taught him how to function in different situations as he claimed. **Adil** also pointed out that he is **"**a big fan of reading." However, the act of reading at his school was rather collaboratively organized. He explained to me that he and some of his friends had started a small "English reading club" where they normally meet three times a week "outside school" to "read and discuss" a book that has been decided by the group. **Essa** was also interested in learning more about innovations in his field. His reading focuses on "specialised teachers' outlooks and their ways of innovation in other countries."

Social networks

Some participants resorted to online social networking in order to learn and exchange expertise as can be seen in **Mona**'s excerpt (Table 2). **Mona** stressed the value of social networking to her practice because it kept her connected to the wider community around her. **Ibrahim** was another teacher who used social networking to develop his practice. He justified his emphasis on this type of development because "there is an exchange of expertise and a diversity of cultures; and you may communicate with people who may enrich your knowledge." Social networks are also a source of linguistic development for participants as is the case with **Sameer** who uses twitter for this purpose. He also referred to Facebook where he has connections with English speaking friends.

However, it has to be mentioned that WhatsApp has been the most widespread tool of communication amongst EFL teachers. Each educational office has a special WhatsApp group for EFL teachers which is normally used for communication and development. I have been added to one of those groups and I have experienced first-hand how teachers engage informally with one another in lively discussions about their daily practices. However, some teachers have been critical of their WhatsApp groups because they have been mainly used formally as is the case with **Adil**. Other groups, in other areas, have been criticised for overuse of Arabic language.

Postgraduate studies

Enrolment in a postgraduate course is a source of development for some teachers. **Adil** (see Table 2) is one of the participants who joined a master's degree course at a local university which managed to expand his knowledge on many vital educational issues including "curriculum, students, and [the educational] environment in general." **Sadiq,** who also obtained a Master of Education from a local university, emphasised the importance of this source of learning to his experience saying that "it overturns balances and concepts." The following excerpt describes how he felt after obtaining his degree:

> I can say that I am in full control of the syllabus and the proper methods and teaching skills to deliver it. Thus, I find good interaction from my students

Some teachers haven't engaged with this kind of development yet but have the intention to do so in the future as is the case with **Arif** and **Ibrahim** who are waiting for their opportunity.

Paid courses

Three participants talked about how they sought training courses beyond their institutions. Such courses are not normally offered in the areas where they live. Therefore, teachers have to travel to nearby cities in order to enrol in them as is the case with **Sadiq** (see Table 2). **Sadiq**'s experience was also echoed by **Adil** who joined "Wall Street Institute in Jeddah" for two months where he underwent two extensive language courses. **Ali** enrolled in an online training course at "McMillan" to improve his linguistic competence. These three participants spoke extensively on how this form of development positively affected their professional lives and enriched their repertoires.

V. DISCUSSION AND CONCLUSION

In this article, I presented the findings of an exploratory small-scale study that aims to investigate the perspectives of Saudi EFL teachers about their self-directed TPD. As was evident from the data, the study identified a thriving practitioner workplace learning culture among participants. Teachers' reports showed a wide variety of self-directed forms of learning opportunities which they engaged with to improve their teaching practices. Some of the learning opportunities were inherently collaborative and collegial in nature; and others were individualistic. In addition, some of them were intentional while others were incidental and unplanned. This kind of learning, as was evident from participants reports, is less structured and involves learning from experience and other people either in-site or off-site (Eraut,2004; Lieberman,1995).

Therefore, contrary to some previous studies which noted that self-directed TPD was not highly recognised by teachers (see Al-Lamki, 2009; Friedman & Phillips, 2004), participants of this study attached too much importance to it; and in some cases, it was the main venue of development that caters for their context specific needs. My participants showed a high preference for this form of learning over institutional provisions of TPD. The reason for this could be that teacher learning in a self-directed manner is participant-driven, constructivist in nature, and context-specific making it response to their immediate needs (Darling-Hammond & McLaughlin, 1995; Smith, 2017). It was evident from data that teachers' selected self-directed TPD experiences provided occasions for hands-on learning opportunities that built both their content knowledge and pedagogical content knowledge. While institutional training is normally designed to transmit knowledge and skills to learners, self-directed TPD as practised by the study's participants changed their roles from passive recipients to active learners constructing their knowledge through reflection, collaboration, and networking (Alshaikhi, 2018). It engaged teachers actively in concrete tasks related to their classroom practice including teaching, assessment, and observation (Lieberman, 1995; Timperley, 2011a; Villegas-Reimers, 2003).

The study revealed that part of the participants' learning was socially negotiated. Participants spoke of the degrees to which their knowledge and skills were enhanced as a result of participation, communication, and collaboration. By active engagement in a community of learners sharing and discussing mutual concerns, teachers were able to build their understanding, develop their confidence and self-efficacy, and improve their practices. Such learning communities are important to teachers' practices because they involve teachers in collective work on authentic situations emerging from the "dailiness" of their practice (Lieberman, 1995). Therefore, it seems important to enhance this kind of learning in our future plans, support current communities, and increase schools' capacity for these learning structures.

Learning from practice was the most mentioned form of learning among the study's participants. It was valued for its immediate relevance to their contexts. When describing the main source of their growth, all participants referred to experiences stemming from the actual practice of teaching in their working contexts. This reflects the more individual and private and even unaided learning from daily classroom routines which helped teachers survive and become efficient in their classroom tasks. It produced a kind of knowledge that is "created in the context of application" (Day, 1999, p. 175), and therefore immediately applicable to teachers' contexts and problems. Therefore, the most powerful source of learning comes from the classroom itself through self-examination, observer-examination, reflection, or analysis of critical incidents (see Desimone,2009). This confirms one of Sandholtz's (2002) claims that teaching itself is one of the main experiences that profoundly influence teachers' practices as it provokes teachers to re-examine their approaches and teaching practices.

Part of teacher's learning came from reflection which is closely linked to their workplace learning. Participants managed to sustain a reflective approach to their practice and therefore, were able to make visible some aspects of their daily practices. Reflection, as practiced by the study's participants, created opportunities for ongoing learning, evaluation, and correction. This agrees with literature which emphasised that good teachers are reflective (Day, 1999; Richards, 1998; Wallace, 1991). Engagement with reflection, according to Day (1999) is a kind of inquiry that helps teachers understand themselves and improve their practices. In fact, it enabled some of the participants to be guided by informed decisions instead of mere intuition (see Richards, 1998).

Participants' engagement with development showed a movement towards collaboration and collegiality to combat isolation and de-professionalisation. My findings showed that participants are engaged in systematic and sustained learning processes in a community of learners in which they collaborate voluntarily and collegially with one another for the prime purpose of improving their practice. This collaboration was among teachers in the same school, across

schools, and virtual. Collaborative teacher development, according to Johnson (2009b) is gaining recognition as an important "wellspring" of TPD. It also increases teacher agency and control on their learning because it supports a view of practitioners as legitimate knowledge producers (Johnson, 2009a). Learning within this conception is viewed as a collective process and results from co-participation in social practices through lived experiences (Fuller, 2007). Knowledge generated from such communities is said to be both sensitive to teachers' immediate contexts and relevant to their daily concerns and problems (Lieberman, 1995). In fact, professional learning communities were significant to my participants' development because they took into account teachers' immediate contexts (their schools), their actual needs, and their empowerment since they were given the chance to be active agents in their own development (see Kelchtermans, 2004).

The internet provided the study's participants with another informal and flexible platform for ongoing development. It extended their learning beyond their institution allowing teachers to network informally with virtual learning communities worldwide. This potential learning tool transcends time and context limitations allowing teacher to interact with various practitioners across the globe (see Alshaikhi, 2018; Raza, 2010). It was, in fact, a very important networking tool for the majority of participants because it managed to bring them together with other professionals to share ideas and address mutual problems. This move reflects agreement in literature on the positive role of communication and networking on teachers' self-confidence, motivation, engagement and practice (Garet et al., 2001; Crandall & Christison, 2016; Johnson, 2009b).

However, it has to be mentioned that apart from the few instances wherein the study's participants described their engagement with self-directed TPD to improve their linguistic competence, most of the participants' engagement with self-directed TPD was implementation oriented wherein participants sought expert advice on the best available means to deliver their curricula. This is not surprising in our context given the rigid policy restrictions and the tight curriculum framework within which teachers operate (Alnefaie, 2016; Assalahi, 2016). Therefore, unless teachers are given more freedom and autonomy with regards to their teaching materials, teacher collaboration and networking may remain geared towards implementation rather than innovation (see Alshaikhi, 2018). It might also be the case where some teachers participate in community cultures and collaborative learning while continuing to use previous teaching practices (Day, 1999a). This brings to the discussion Kennedy's (2005) classification of TPD and that although some learning opportunities have the features of transformation, might serve transmissive agendas if set in educational policies that do not support transformation.

In summary, the study managed to bring to light a thriving workplace learning context wherein teachers are implicated in many forms of learning including experiences stemming from the everyday reality of their classrooms. This might imply that Saudi EFL teachers, as the ones in my study, are committed professionals who are well aware of a variety of TPD resources and opportunities; some of them are institutionalised while the majority are self-directed by teachers themselves beyond any institutional requirement.

Moreover, the data also showed that the study's participants have a good sense of themselves as responsible professionals who are willing to continually develop themselves to be better prepared for the challenges of their profession despite the abundance of demotivating factors and the passive identity the MoE imposes on them through its de-professionalising practices (see Alnefaie, 2016Al-Seghayer, 2011; Alshaikhi, 2018; Mullick, 2013). Indeed, my findings showed that the study's participants developed a conception of themselves as adaptive experts who see development as part and parcel of their professional responsibilities and who engage with it continually in their pursuit towards improving their students' achievement (Timperley,2011a). This attitude reflects a more democratic approach to teacher professionalism as opposed to the MoE's instrumental and managerial approaches to teacher effectiveness and professionalism (Assalahi, 2016; Day & Sachs, 2004). However, an important observation about teachers' engagement with this type of learning was that some of their learning instances were still geared towards curricula implementation due to policy implications and rigid curricula constraints. Therefore, it is important to support this teacher identity by providing logistical and moral support in accordance with and through more consistent implementation of the existing policy structures.

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Syntactic Priming Effects and their Underlying Mechanisms in Language Production and Comprehension

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Abstract—**Exposure to a syntactic structure influences the way we process a similar syntactic structure in language production and comprehension in what has been called 'syntactic priming'. Syntactic priming is a robust phenomenon which can be observed in spoken and written production, with a range of syntactic constructions in laboratory tasks and naturally occurring samples of speech, in many languages, and also across languages within the same speaker. It has been used as a vehicle for exploring language production, language comprehension, and the relationship between them. Research in syntactic priming has made it the dominant means of investigating the processes involved in language production and comprehension. Some researchers propose that there are distinct mechanisms underlying the production and comprehension of syntactic structures; however, other researchers suggest that the same mechanisms underlie syntactic priming in production and comprehension. Thus, the mechanisms underlying syntactic priming effects in production and comprehension are still under debate. Moreover, although a fairly large body of research has addressed syntactic priming in production or in comprehension, there are few studies that consider and compare priming effects in both of these modalities. Therefore, the current study reviews the literature on syntactic priming in production and contrasts these findings to those in comprehension. It also provides an overview of syntactic priming effects and mechanisms underlying these effects in both production and comprehension.**

Index Terms—**language production, language comprehension, syntactic priming, syntactic priming effects**

I. INTRODUCTION

Determining what occurs when a person is processing a second language has always been a difficult issue in language research (Ameri-Golestan & Nezakat-Alhossaini, 2012). Syntactic priming as an effective method for studying the syntactic representation has been employed to deal with such issues since 1980s (Ameri-Golestan & Nezakat-Alhossaini, 2012; Bock, 1986; Pickering & Ferreira, 2008). It has been considered as one of many kinds of priming which are observed in language processing and cognition (Weber, Christiansen, Indefrey, & Hagoort, 2019). This means that priming effects in language processing can also be noticed in the repetition of particular word forms and semantic information (Weber et al., 2019). "Experimental research shows that priming occurs across a variety of structures and languages, in both written and oral modalities, in comprehension and production, and among child and adult first-language (L1) and second-language (L2) speakers" (Jackson, 2017, p. 2). It may also occur in natural discourse, as proved by first and second language corpus analyses. Jackson (2017) asserts that the connection between priming and learning has some implications for second language acquisition research, because the study of how and when priming occurs in second language production can provide critical insight into the underlying mechanisms that help second language acquisition and use. Considering participants' sensitivity to particular syntactic constructions, syntactic priming can be used as a tool to investigate syntactic processing and to reflect the facilitation of syntactic processing through the repetition of syntactic structures (Weber et al., 2019). Similarly, Ledoux, Traxler, and Swaab (2007, p. 135) state that "syntactic priming occurs when processing one stimulus facilitates processing of a subsequent stimulus". In other words, it is regarded as the facilitation of processing which occurs when a sentence has the same syntactic structure as a proceeding sentence (Ledoux et al., 2007). Branigan (2007, cited in Biria & Golestan, 2013) argues that facilitation is useful for understanding the nature of syntactic representation. McDonough and Mackey (2008) explain that speakers have the tendency to produce a particular structure which they have encountered in their recent discourse. Ameri-Golestan and Nezakat-Alhossaini (2012) refer to syntactic priming as both a method and a mechanism. As a method, it addresses theoretical questions in linguistics and psycholinguistics, and as a mechanism it deals with the mechanisms of learning which are relevant to first and second language acquisition and production.

Three main mechanisms have been identified for explaining the potential processes behind syntactic priming in language comprehension and production: residual activation, implicit learning of syntactic structures, and a dual mechanism (Tooley & Traxler, 2010). Residual activation involves short-term activation, implicit learning involves long-term activation of syntactic structure, and a dual mechanism involves both of the previous concepts (Flanders, 2015; Tooley & Traxler, 2010). In addition to providing an overview of syntactic priming and its effects in both production and comprehension of language, the present study will review in more detail these mechanistic accounts of syntactic priming effects, and how well they can explain the patterns of results observed in language comprehension and production.

II. RESEARCH DEVELOPMENT

Syntactic or structural priming was first experimentally demonstrated by Levelt and Kelter (1982) who worked on structural repetition (Pickering & Ferreira, 2008). This was followed up by Bock's (1986) study in which English native speakers were influenced by the syntactic structure of an unrelated prime sentence, prior to attending to a picture and they showed the tendency to use the structure of the prime when describing the picture (Husain & Yadav, 2020). After the discovery of syntactic priming, numerous studies have been done across a wide variety of populations and syntactic priming has been the focus of studies with children, aphasiacs, amnesiacs, bilinguals, and second and foreign language learners (Ameri-Golestan & Nezakat-Alhossaini, 2012; Biria & Golestan, 2013; Pickering & Ferreira, 2008). In fact, one implication of syntactic priming is that it can tell us about how various populations represent and process language (Pickering & Ferreira, 2008). In this regard, different aspects of language users have been studied, in terms of representation, comprehension, and production. (Ameri-Golestan & Nezakat-Alhossaini, 2012). Syntactic priming has also been investigated in a variety of contexts and languages, using various methods. Evidence for priming has been found both in naturalistic and experimental contexts (Wolleb, 2015). Priming has also been investigated in the context of reading comprehension, listening comprehension, written production, and spoken production (Zawawi, 2017). The earliest studies in the 1980s mostly focused on native speakers of English and aimed to understand the role of priming in first language processing. Afterward, syntactic priming was investigated in the first language production of languages other than English (Zawawi, 2017). However, syntactic priming research did not remain an L1-only territory and a growing body of syntactic priming research began to investigate the second language acquisition of English from a pedagogical perspective. Subsequently, priming research gradually started to look at second languages other than English, and cross-linguistic priming in the production of bilingual speakers (Zawawi, 2017). Syntactic priming has been studied by applying experimental methods, including: a) *picture description paradigm* whereby the participants are asked to repeat a prime sentence and describe a visual prompt in their own words, b) *sentence completion* in which participants are provided with fragments of sentences as the primes to create a bias towards the production of a construction, c) *sentence recall paradigm* under which the participants are presented with a prime sentence that is followed by a distraction task in order to minimize the likelihood that the participants will remember the prime and they are then encouraged to recall the original prime sentence (Zawawi, 2017). In fact, the aim of this experimental method is to find out whether the participants change the original structure of the prime sentence in their recalled target sentence.

III. SYNTACTIC PRIMING

Syntactic priming which is sometimes called structural priming or syntactic persistence is a heavily investigated phenomenon in sentence production and comprehension (Ferreira, 2009). According to Biria and Golestan (2013, p. 13), "Syntactic priming refers to a tendency to produce or repeat a recently produced or heard structure (Bock, 1986) – that is, the phenomenon by which processing of an utterance is facilitated by processing of another one which shares the same underlying syntactic structure". In other words, "syntactic priming occurs when processing of a target sentence is facilitated following processing of a prime sentence that has the same syntactic structure" (Tooley & Traxler, 2010, p. 925). In this regard, when speakers comprehend or produce a sentence with a particular syntactic structure, they will be more likely to use that structure again (Ferreira, 2009). For example, after a speaker hears a prepositional dative structure like 'The doctor gave the hat to the sailor', the speaker is more likely to use another prepositional dative rather than a double-object structure like 'The ballerina showed the boxer the cake' (Ferreira, 2009). Ferreira (2009) also states that syntactic priming considers the repetition of the syntactic structures of sentences. He maintains that syntactic structures' properties including aspects of meaning, sound, or words either do not affect priming or they affect priming independent of syntactic repetition. Further, Ferreira (2009) refers to the three different views of syntactic priming: The first view is related to implicit learning which indicates that the comprehension and production of particular structures strengthen the knowledge of those structures and result in repetition. This view also regards priming as notably long-lived and independent of explicit memory. Based on the second view, priming reflects recent shorter-term activation of knowledge structures and can be short-lived when meaningful words are repeated from prime to target sentences. In the third view, priming is sensitive to conversational variables and coordinates knowledge structures among interlocutors to promote communicative success. Tooley and Traxler (2018) refer to the syntactic priming effects and argue that processing and representational systems which generate syntactic priming effects during language comprehension and language production are an active area of inquiry. They continue that "some accounts attribute syntactic priming effects

to short-lived enhancement of activity in memory systems that connect abstract word-level representations to syntactic structure representations. Other accounts attribute syntactic priming effects to learning mechanisms that may underlie long-lived changes in patterns of production" (Tooley & Traxler, 2018, p. 59).

IV. Syntactic Priming in Language Production and Comprehension

Syntactic priming was first studied in language production and began with Bock's (1986) classic study in which participants were asked to repeat some sentences and describe simple pictures (Tooley & Traxler, 2010; Tooley & Traxler, 2018). When they repeated a prime sentence with a particular syntactic structure, they were more likely to describe a subsequent picture using that structure (Tooley & Traxler, 2010; Tooley & Traxler, 2018). For example, if they had just repeated a sentence containing a prepositional object, they would be more likely to describe a subsequent picture using a prepositional object structure. In a similar fashion, the results of Bock's study suggest that syntactic structures can be primed to how particular words or word meanings are primed in semantic priming, which support the notion that abstract structural representations are stored for the syntactic structures that we use (Tooley & Traxler, 2010). Importantly, since these results were obtained when none of the content words were the same between the prime and target sentences, this type of priming does not rely on any concrete lexical information, and is thus regarded to reflect priming of abstract syntactic structure (Tooley & Traxler, 2018). However, subsequent research has revealed that lexical overlap between the prime and target increases the magnitude of the syntactic priming effect and this increase has been termed the 'lexical boost'. Pickering and Ferreira (2008) have also reviewed several studies which used syntactic priming for providing evidence for autonomous syntax. They explain that sentence production depends largely on abstract syntactic structures which can be defined in terms of parts of speech and phrasal constituents. In this regard, they claim that this abstract syntactic structure has a great impact on syntactic priming (Biria & Ameri-Golestan, 2010). Although syntactic priming is robust in language production, it has also been observed in many different studies of language comprehension (Tooley & Traxler, 2018). In fact, many complementary studies on language comprehension have emerged in the last decade (Tooley & Traxler, 2018), and indicated that comprehending a sentence with a particular syntactic structure can ease the process of comprehending a subsequent sentence with the same syntactic structure (Tooley & Traxler, 2010). Ledoux et al. (2007) claim that language comprehension includes the activation of stored representations of various types of knowledge. The nature of these representations, the types of information represented, and also the way in which incoming information is integrated into these representations have been very important in research on language processing (Ameri-Golestan & Nezakat-Alhossaini, 2012; Ledoux et al., 2007). Ledoux et al. (2007) maintain that one way of addressing this issue is through syntactic priming which can provide evidence regarding the representation of and access to linguistic knowledge, in that it can demonstrate some elements of representation which are shared between the prime and target stimuli. They explain that lexical overlap is crucial to priming in comprehension, because the kind of priming observed in comprehension is semantic rather than syntactic. Ziegler and Snedeker (2019) argue that syntactic priming in comprehension is more variable than in production and it may occur with or without lexical overlap.

V. Syntactic Priming Effects in Language Production and Comprehension

Syntactic priming effects have been investigated across modalities, both in production and comprehension (Oltra-Massuet, Sharpe, Neophytou & Marantz, 2017). According to Oltra-Massuet, et al. (2017, p. 3), "there is consensus that syntactic priming effects in production occur without lexical boost, so that when there is lexical repetition in production, priming effects are boosted or enhanced, but this is not required to find priming effects". Mahowald, James, Futrell, and Gibson (2016) conducted a meta-analysis of syntactic priming effects in language production and found abstract syntactic priming effects to be persistent and long-lived and the lexical boost to be comparatively short-lived. However, syntactic priming effects in language comprehension depend more on lexical repetition across both prime and target sentences (Tooley & Traxler, 2010). According to Tooley and Traxler (2010), studies indicate that syntactic priming effects associated with comprehension of a syntactic structure can be readily noticed when there are both structural and lexical overlap between primes and targets. They consider this in contrast to syntactic priming effects in language production which are easily detectable with no lexical overlap but are larger with lexical overlap between primes and targets. Traxler, Tooley, and Pickering (2014) studied the effects of a prime sentence on the processing of a target sentence in two eye-tracking experiments that were designed to determine the degree to which lexical overlap between prime and target sentences produced larger effects. The results showed that priming effects during online comprehension were larger when a verb was repeated across both the prime and target sentences. Ziegler and Snedeker (2019) argue that syntactic priming effects in language production standardly occur in the absence of lexical overlap, whereas syntactic priming effects in language comprehension frequently occur when the verb repeats from prime sentence to target sentence. To understand how syntactic priming manifest itself differently in language production and comprehension, the order in which relevant representations are activated in these processes must be considered. "In production, we start from a speech plan and generate structures and words. Comprehension involves the same representations but with the opposite starting point - we begin with sounds, find words, and construct structures, resulting in an interpretation" (Ziegler & Snedeker, 2019, p. 367). Although the message is typically not known to the

comprehenders, the producers will often know the message that they wish to convey and also the structure they are encoding. Therefore, the flow of information through the system, and the role of each representation is likely to be different during comprehension and production (Ziegler & Snedeker, 2019). "It is reasonable to suppose that the message is a constant and enduring part of production and that abstract syntactic and semantic features of the message will be encoded independent of lexical choices to the degree that this is possible" (Ziegler & Snedeker, 2019, p. 367). As a result, models of production normally involve the creation of syntactic structure prior to or in parallel with lexical choice. In contrast, theories of language comprehension are based on the observation that phonological information is converted into lexical information, with words which play a primary role in how higher-level syntactic structures are constructed or reconstructed (Ziegler & Snedeker, 2019). Based on the logical dominance of lexical information, many theorists propose that language comprehension can proceed even without the construction of abstract syntactic representations. Thus, this difference in the logical problem of language comprehension and production implies that syntactic priming might be completely different in these two processes. Specifically, it is expected to see more consistent and robust abstract syntactic priming in language production and more lexicalized priming in language comprehension (Ziegler & Snedeker, 2019).

VI. Mechanisms for Syntactic Priming Effects in Language Production and Comprehension

Syntactic priming effects can be found in language production and in language comprehension (Weber et al., 2019). There are three most likely mechanisms for syntactic priming effects in both production and comprehension: a residual activation account, an implicit learning account, and a dual mechanism account (Tooley & Traxler, 2010). Researchers suggest that syntactic priming effects may be caused by a residual activation mechanism which is short-term, meaning that the effect of a prime on a target will decrease or be eliminated when there are structurally unrelated sentences between prime and target sentence (Tooley & Traxler, 2018). However, some experimental evidence indicates that priming effects in language production persist across several intervening sentences with no meaningful decrease in magnitude (Bock & Griffin, 2000; cited in Tooley & Traxler, 2018). "The residual activation account (Pickering & Branigan, 1998), link syntactic priming to the activation of syntactic frames that are tied to lexical representations" (Weber et al., 2019, p. 202). This shows that syntactic processing is lexically guided; therefore, verb repetition will boost syntactic priming effects. However, syntactic priming can also be found with novel verbs, indicating that it has some lexically independent components. Weber et al. (2019, p. 202) argue that "even if there is lexically independent syntactic processing in a language, syntactic priming linked to verb repetition might be helpful during language acquisition because lexical repetition might provide an additional boost to the mapping process between form and meaning". Pickering and Branigan (1998, cited in Flanders, 2015) explain that the production of a particular syntactic structure may cause an activation for that specific structure's combinatorial node and this process will last for a short period of time during which the structure has a higher chance of being used. They maintain that when sentences contain a repetition of an individual lemma (verb), syntactic priming effects will increase (Flanders, 2015). According to Tooley and Traxler (2018),

Residual activation for recently processed words and their linked structural representations make a particular structure more likely to be used in subsequent utterances. When the prime and target do not share a content word, residual activation of the structural representation of the prime alone produces priming for abstract structure. When the two sentences do share a content word, residual activation for both the representation of the word and its linked structural representation yield structural priming that is then greater in magnitude than when the residual activation only occurred for the structural representation. More residual activation produces larger priming effects, under this account. (P. 60)

Another mechanism explaining priming effects is implicit learning which includes long-term activation. Based on this account, priming effects are caused by long-term implicit learning, rather than short-term activation (Bock & Griffin, 2000; Chang, Dell, & Bock, 2006; cited in Flanders, 2015). Implicit learning occurs when repeated exposure to a specific structure or sequence changes the strengths of connections between the elements of that structure or sequence (Seger, 1994; cited in Tooley & Traxler, 2018). Bock and Griffin (2000; cited in Dell & Jacobs, 2016) argue that syntactic priming is not only a temporary change to the system which its influence would rapidly fade, but instead it is a form of implicit learning and its effect persists undiminished over at least ten unrelated sentences. "The nature of implicit learning for syntactic structure is suggested to be error-based, in that a mismatch between predicted and processed structure yields greater learning through greater adjustments of weightings in the representational system" (Tooley & Traxler, 2018, p. 60). Weber et al. (2019) assert that the implicit learning theory of structural priming has been considered as a purely structural account which is independent of lexical representations. They also explain that "During learning, syntactic priming can be interpreted as an indication of when the processing system has accommodated novel structures, because the priming effect shows that the novel grammatical regularity must have a mental representation" (Weber et al., 2019, p. 201). The repetition of syntactic structures can be helpful in the mapping of meaning onto form through reducing the error signal generated when the linguistic input does not match the expected syntactic structure. Therefore, syntactic priming effects might be strong during language learning. In this regard, there is another prediction known as the inverse preference effect based on which priming effects should be stronger for infrequent structures, in that these structures benefit most from repetition and an unexpected structure might lead to a

larger error signal (Weber et al., 2019). In both language comprehension and production, studies have indicated that syntactic priming is sensitive to expectation modulations, including the frequency of occurrence of a specific structure. This is in line with error-based implicit learning accounts and also with the inverse preference effect. Unexpected information actually leads to a larger prediction error and, thus, a larger learning signal (Weber et al., 2019).

A further kind of mechanism that explains priming effects is a dual mechanism account which provides explanations for the pattern of syntactic priming effects and also for the differences between priming in comprehension and production (Flanders, 2015; Tooley & Traxler, 2010). Traxler et al. (2014) argue that the correct account of syntactic priming should accommodate both comprehension and production phenomena, because neither residual activation nor implicit learning appears compatible with the full range of observed priming effects. This means that more than one mechanism contributes to the observed outcomes; hence, a number of theorists have advocated a dual-mechanism account (Traxler et al., 2014; Tooley & Traxler, 2018). According to the dual mechanism account, lexically dependent syntactic priming effects are caused by a short-term mechanism, whereas lexically independent syntactic priming effects may be caused by a more long-lived implicit learning mechanism (Tooley & Traxler, 2010; Tooley & Traxler, 2018). In their study, Hartsuiker and Pickering (2008; cited in Flanders, 2015) found that lexically dependent syntactic priming effects lasted for shorter periods of time in language production, while lexically independent syntactic priming effects seemed to last longer. Therefore, different durations which have been observed for lexically dependent and independent syntactic priming effects indicate that these priming effects may be driven by two underlying mechanisms which are involved in different aspects of priming (Tooley & Traxler, 2010). In this regard, in a dual mechanism account, lexically dependent priming effects would be explained by a short-lived mechanism which is possibly a residual activation, and lexically independent syntactic priming effects would be explained by an implicit learning mechanism (Tooley & Traxler, 2010). Arai, Gompel, and Scheepers (2007; cited in Tooley & Traxler, 2010) explain that observable syntactic priming effects in language comprehension are lexically dependent, which means that they are evident in cases when there is lexical overlap between the primes and targets. However, both lexically dependent and independent syntactic priming effects have been observed in language production studies (Bock 1986; Pickering & Branigan 1998; cited in Tooley & Traxler, 2010). If lexically dependent and lexically independent syntactic priming effects are caused by different mechanisms, and only lexically dependent effects occur in language comprehension, then this would suggest that the mechanism which produces lexically independent syntactic priming effects in language production does not manifest itself in language comprehension processes (Tooley &Traxler, 2010).

VII. CONCLUSION

"Research has extensively shown that exposure to a syntactic structure influences to different degrees the way we subsequently process a similar structure in comprehension and production in what has been called syntactic priming, structural priming, or structural persistence" (Oltra-Massuet, Sharpe, Neophytou, & Marantz, 2017, p. 1). In fact, experiencing a syntactic structure affects how we process subsequent instances of that structure. Syntactic priming effects can be observed in both language production and comprehension and there are no reliable differences in how priming effects manifest across each modality. Moreover, syntactic priming effects in language production are larger with lexical overlap than without it and this is also true for these effects in language comprehension. Some researchers propose that there are distinct mechanisms underlying the production and comprehension of syntactic structures; however, other researchers suggest that the same core mechanisms produce syntactic priming effects in these two modalities: a residual activation account, an implicit learning account, and a dual mechanism account. Since neither residual activation nor implicit learning appears compatible with the full range of observed priming effects in both production and comprehension, a dual mechanism which involves both of the previous accounts has been advocated. To sum up, although syntactic priming is a well-established phenomenon, the mechanisms underlying this priming effect are still under debate and more direct comparisons between production and comprehension are suggested to help clarify the extent to which mechanisms common to both modalities contribute to syntactic priming effects.

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Learners' Dialogical Interaction in the Service of Linguistic Knowledge Acquisition in Group Settings: Based on Contextual Factors

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Abstract—This paper highlights some connections between dialogical interaction and knowledge acquisition in group settings. In learners' quest to develop communicative competence and self-identity or social identity and acquire knowledge, dialogical interaction is applied to three contexts of knowledge-acquiring process where learners' identity, learners' mindset, learners' rapport, learners' communicative competence and learners' knowledge are involved. Simply speaking, learners in collaborative contexts tend to share existing knowledge to generate potential knowledge; learners in competitive contexts are inclined to build knowledge, learners in cohesive contexts just use knowledge as a tool to organize knowledge. However, it is contended that dialogues are supposed to be explicitly regarded as part of the knowledge-acquiring process. There is a tendency to enable more effective knowledge acquisition through communicative talk, especially dialogues, in the interactive contexts with scaffoldings, tutoring or even intervention.

Index Terms—dialogical interaction, knowledge acquisition, communicative competence, self-identity, social-identity, intervention, context, group

I. INTRODUCTION

With the intention of understanding the relationship between learners' dialogues and knowledge acquisition I propose to refer to the contextual factors of interactive dialogues in group settings, where knowledge acquisition cannot succeed without an individual's effort and group work. Student Team Learning (STL) originally developed by Robert Slavin (1980, 1989/1990, 1995) emphasizes individual accountability, team goals and team success. The Jigsaw technique (Aronson and Yates, 1983; Aronson and Thibodeau, 1992; Aronson and Patnoe, 1997) emphasizes group cooperation and individual accountability. From research results, it is found that academic performances and active interactions lead each learner in an essential role as contributor to the achievement of their common goal in groups. In addition, Group work and cooperation need talk which plays a vital role in knowledge acquisition. As knowledge-building discourse (Chuy et al., 2011) indicates, talk or dialogues can promote construction of knowledge in some way. Singh and Mohammed (2012) also argue that knowledge construction occurs when learners participate in the negotiation of meaning. Indeed, dialogue help learners understand and have access to the self, and more importantly to knowledge acquisition in groups.

In fact, many items of research focus on dialogues in the cooperative context, thus ignoring the contexts where learners debate with each other, voice their opinions in a neutral way, or just use talk as a tool to organize tasks and activities. However, it seems somewhat paradoxical that dual emphasis is put on both cooperative and conflicting contexts and we should bear in mind that interaction is dynamic, moving through different "modes". Members in groups sometimes participate in discussions politely while sometimes conflicts or debates may arise. Dialogic modes of interaction may be reached by groups with a high motivation to reflect and generate shared insights (Scharmer, 2009).

A dialogical interaction mechanism in different contexts has been not fully established in the group setting and does not make differences to knowledge acquisition. In order to stress modes of knowledge construction and acquisition, argumentation strategies and discourse in schools have often been researched (Pontecorvo & Sterponi, 2002; Alexander, 2004), apart from means to form and participate in contexts (Wertsch, 1991; Hicks, 1996). It is noted that learners' talk in the group is not only a means of understanding what learners reflect on, but also a way of forming and expressing what they think in order to acquire knowledge. Similarly, the trajectory of a learner's participation within a specific context of dialogical interaction has been observed by some researchers (e.g, Bruner, 1996; Wenger, 1998). Thus, this paper is really intended to deal with knotty situations or contexts where knowledge can be well acquired and constructed through constructive or productive dialogues in groups.

In groups, learners may not know who they are or their perceptions of themselves in dialogical interaction: students' incomprehension of themselves as learners (Hood, 2007) does not help manage their process of knowledge acquisition. Instead, learners' identity plays a meaningful and significant role, which makes learners' knowledge acquisition more conscious and solution-oriented.

Is it learners' differences that make dialogues interactive or prevent them from being interactive? In group settings, the phenomenon of unequal attention and opportunities distributed among learners' dialogues is objectively prevalent

due to some learners' prompt responses and outstanding performances based on subjective reasons such as their being more brave characters or having stronger motivation, as well as other objective reasons. On one hand, the seating arrangement of learners in groups largely neglects learners' potential in the support of learning (Blatchford et al., 2003) and the learners' differences in nature. On the other hand, the group setting that is in a relatively independent but open environment, however, is subject to excessive interference or insufficient support. For example, unnecessary directive commands from teacher lead to "rigid" and "passive" dialogical behaviors among group members. In many cases, some of the students lose enthusiasm for communication with others if they do not expect timely evaluative feedback and scaffolding.

When it comes to learners' mindset in groups, importantly though, periods of calm and collected engagement may alternate with stages of conflict and instability in the dialogic interaction as a learning system (Hurst, 1995). That means learners' mindset is dynamic. Chen Xiangming (2003) argues that the participants' psychological feelings such as security, trust, and interdependence are needed to learn in group cooperative learning. These feelings are of great necessity in cooperation but may be still or even more necessary in competition or in dialogical cohesion. In point of fact, competitive interaction and cohesive interaction in the group setting are common. Therefore, the feeling of calmness in the face of disagreement, patience in stagnation of dialogic interaction, independence in deviation and interference, emotional uncertainty and flexibility in dealing with generative knowledge should be taken into consideration by learners especially in competitive cases and in "information exchange" deviation, or just in instrumentally cohesive contexts, to ensure a smooth dialogue and in turn to acquire knowledge. In addition, corresponding to and underlying the distinctive characteristics of learners' behavior in groups, the group has a specific psychological process: "self-grouping" process or a self-categorization (Turner, 1985), which may help learners build a sense of belonging in an organization. Therefore, teachers should expect that students in the group activities may have the experience of tension, so the student's "psychological flexibility" is supposed to be paid attention to by teachers or tutors and they may make the appropriate adjustments (Ren, Tim, 2013).

Apart from these necessary feelings, learners have not been able to talk and listen with dialogic strategies, which actively engage learners in reciprocal, conversational exchanges with participants. Unfortunately, in Wu Xiang High School, a considerable proportion of students cannot listen well to others' perspectives and share ideas with each other. However, listening to alternative views and sharing ideas with each other should be incorporated in interaction (Lennox, Sandra, 2013). Besides, dialogues occur in every interactive occasion and link; they play an instrumentally organizational role as well as a wisdom blend in communicative learning. All groups need to strike a balance between task and maintenance; between teachers' and students' conversations, and between questions and answers; these balances will change (Seng & Liu, 2005). Therefore, face-to-face promotive interaction (Ma Hongliang, 2003) or constructive interaction is conditioned by necessary scaffoldings or timely intervention in some way. During scaffolding or even intervention, the most intensive interaction takes place (Chi et al., 2001). However, there may exist too much or too little scaffolding or intervention in implicit intergroup or extra-group conflicts, which more or less hinder information transfer and transmission.

As for learners' rapport, unfortunately, good group membership formed in dialogues to promote knowledge acquisition is not well dealt with and focused on by researchers. Their affiliations in dialogical interaction in different contexts are exposed to challenges or conflicts in knowledge acquisition. Generally, group membership is related with in-group favoritism (positive or friendly attitudes towards members in groups) and extra-group derogation (negative or unfriendly attitudes towards those outside the groups) (Simon, 1992). Besides, through language use, group boundaries have been created and reinforced by means of communication (Apker et al., 2004; Bleakley, 2006) and how information is received and transmitted is also affected by social identity and learners' relationships. Learners' rapport is derived from the greater valuing of sources shared in groups (Wilder, 1990) and more joint efforts to recall information which may be encoded (stored) differently from in-group to extra-group members (Ostrom et al., 1993). In the face of these, particular attention should be given by teachers or tutors to facilitating interactive interrelationship among group members, as well as their self and social identity to establish their rapport in dialogues.

More importantly, learners' knowledge acquisition sometimes stays at the shallowest levels through dialogues in groups if there is no sense in dialogic contexts at all, or inadequate interaction in dialogic groups. Apart from this, learners do not use talk as a means to acquire knowledge. For example, in traditional classes or extra-curricular classes in Wu Xiang High School, learners gain knowledge in a monotonous and mechanical way: "recitation, transcription, mechanical repetition and monologue" account for a considerable proportion of knowledge-building. To some extent, the acquisition of knowledge mostly stays at the level of declarative knowledge acquisition in dialogic groups, ignoring procedural knowledge and strategic knowledge (Lu Hai Dong, 2005). The latter two in the long run affect learners' ability to acquire new knowledge, to create knowledge and use knowledge in dialogic groups. Specifically, knowledge should be re-constituted and re-created through dynamic, interactive activities" (Swan, Newell, Scarebrough & Hislop, 1999) in dialogic groups. In brief, knowledge acquisition does not rise to the process of knowledge transformation but to that of knowledge transfer in dialogues among group learners. What is worse, knowledge acquisition in different dialogical contexts is not seriously taken into consideration by researchers. Actually, knowledge acquisition can be effectively internalized and transformed through socially open communication and contextual application in groups based on particular contexts.

How well the interaction is carried out in a particular dialogue context has recently been increasingly researched (e.g, Murrary & VanLehn, 2006; M.Chi, VanLehn, Litman, & Jordan, 2010, 2011a, 2011b). However, the profusion of pieces of research conducted in the past or relatively recent years on dialogical interaction showed it is neither how communicative talk helps learner acquire knowledge that is valued, nor the dialogical "modes" in the different contexts --- for example, how learners in collaborative contexts tend to share existing knowledge to generate potential knowledge; how learners in competitive contexts are inclined to build knowledge; how learners in cohesive contexts just use knowledge as a tool to organize knowledge. So this paper intends to deal with operations in three dialogical contexts where learners collaborate with each other, compete with each other and promote organizational and linguistic cohesion through dialogues aimed at the improvement of knowledge acquisition.

II. LITERATURE REVIEW

A. Knowledge Acquisition

What is knowledge Acquisition?

Basically, Lethbridge (1991) defines knowledge acquisition as a recursive process where the concept's level of formality can be improved by achieving the formality of connected concepts and providing the interpretability of the concept's uninterpreted content. A working definition of knowledge acquisition was developed by the researcher Chivonne Algeo (2014) as: "knowledge acquisition for an individual takes place when information broadly, or ideas from other people, are accessed, processed, captured, and retained, adding to that individual's tacit knowledge". From its definition, knowledge acquisition is the process of accessing and absorbing knowledge not only from teachers but also from other sources and resources under more comprehensive circumstances. Generally speaking, knowledge acquisition is described as the natural process of extracting, structuring, and organizing knowledge through direct or indirect contact or interaction with a knowledge source.

Differences between Knowledge Acquisition & Learning

The difference between "acquisition" and "learning" is questioned by Munsell and Carr (1981). Learning is one means of knowledge acquisition. Knowledge acquisition, although non-linear and haphazard, is not a random process (Inkpen, 1998) while learning is a conscious process serving as "monitor" of performance only under certain conditions. Learning takes place when the range of potential behaviors increases with the knowledge processed (Huber, 1991). According to Lujan and Dicarlo (2006), learning is the capacity to take advantage of resources to explore, make evaluations, and apply information, not just memorizing a set of facts. For example, knowledge acquisition is not usually confined to happening in organized group dialogical activities in class but in daily dialogues or in after-class dialogues, while learning formally occurs in the dialogical context under teachers' or tutors' instruction or from all sorts of experiences in activities. So learning is fundamentally affected by the activity and context where it is embedded (Brown, Collins and Duguid, 1989).

B. Dialogical Interaction

1. Definition of dialogical interaction

Dialogue is a form of conversation or talk where self-identity and social identity in knowledge acquisition are both conveyed in words through shared ideas. Some researchers see it as a balanced process where innovative knowledge is generated. Martin (2005) argues that it stimulates new understanding, insight and action. Besides, dialogue is frequently treated as a way of encouraging collaboration, developing awareness and promoting collective action (Heymann and Wals, 2002; Roper et al., 2004), causing some collective and individual shifts in learners' behavior, mindset and organization.

There are many kinds or forms of dialogues with different uses and functions. Wegerif and Mercer (2000) have defined three kinds of talk as follows: a) Cumulative talk: speakers' talk based on what the other has said uncritically, but positively features repetitions, elaborations and confirmations. b) Disputational talk: featured by disagreements and individualized short assertions, and decision-making and counter-assertions. c) Exploratory talk: participants engage with each other's ideas critically but constructively, providing alternative hypotheses as well as justifications. Reasoning in the talk is more visible and knowledge is made publicly explicable, and progress results from the final agreements reached. Disputational talk is suitable for competitive contexts, cumulative talk is fit for cohesive contexts and exploratory talk caters to blended contexts both in the collaborative and competitive one.

In the classroom context, the concept "dialogical interactions" is defined by Alexander (2008) as exchanges where learners raise questions, explain their viewpoints and make comments on others' ideas. In dialogues, learners make an interactive effort to generate understandings and new insights together through a balanced process of reflection, advocacy and inquiry (Bronn and Bronn, 2003).

The concept of dialogue interaction has occupied an important position in the areas of transformative and social learning for a long time (Arjen et al., 2012). Dialogical interaction serves as one principle for knowledge-construction within the Community of Learners (Koschmann, 1999). The dialogical theory (e.g. Grossen 2010)'s emphasis on interaction is similar to the focus on knowledge-acquisitive interaction. An atmosphere of mutual trust, respect and cooperation is needed in this process of dialogic interaction (Van Gorder, 2007) where dialogue works as a way for promoting students' participation, independence, confidence and responsibility in learning (Alexander, 2006).

Importantly, in dialogic interaction group members should show a variety of opinions on the collective task; their own and each other's perspectives and assumptions must be critically examined by participants (Gunnlaugson, 2007).

2. Learner's self-identity and communicative-competence in dialogical interaction

a. Self-identity & social identity

Gee (1999) recognizes identity as a certain kind of person through discourses, or combinations of ways of acting, thinking and interacting. Having a better understanding of the interface between identity and ideology (ideas held by a particular group or person) (Van Dijk, 1998) will make a difference to knowledge acquisition. Learner's identity involves self-identity and social identity.

Self-identity refers to the individual in the "the fullness of being" which involves physical, spiritual, affective and thinking self (Yorks and Kasl, 2006). Self-identity helps "connect our inner visceral and somatic experience to our being-in-the-world" (Kepner, 2003). Understanding and knowing are associated intimately with the building of identity and closely based on language or communicative activities (Talja et al., 2005). A dialogue in an instructional context is intended to construct a new sense of what is the self and what is experienced, or through dialogue identity is conceptualized and built. In dialogues, identity development and knowledge-building processes are to track down in interaction (Liorio, 2010). Richard Bauman (2000:1) defines individual (self) identity as being constructed from a "socially constituted repertoires of identificational and affiliational resources and craft these semiotic resources into identity claims for presentation to others".

Ochs (1996:424) defines social identity, which involves learner' roles, relationships, reputations, positions, and other dimension of social personae, which are conventionally connected with cognitive and emotional stances. Learning selves are dialogically established across 'trajectories of participation' (Greeno, 1997). Situated in different practices, learners do not only approach the dialogical relationship that takes place "in the realm between one person and another provided both are open to it " (Hycner, 1993) with other persons, but also with the whole sociocultural environment where the interactional situations occur (Linell, 2009). Based on this point, social identity generically refers to an individual's self-concept in relation to his or her membership of social groups (Brewer, 2001) and it exists at both group and individual level simultaneously and bridges the gap between them (Postmes et al., 2010).

Drawing on Social Identity Theory (Taifel and Turner, 1979), Ellemers and Haslam (2012) note that social identity underpins intergroup behavior and interpersonal behavior. Learner's responses are understood in terms of subjective beliefs about different groups and relations between them, instead of instrumental concerns and material interdependencies, objective individual and group characteristics, or individual difference variables. Social Identity Theory assumes that interactions between learners are primarily formed by their group affiliations to which learners perceive themselves as belonging.

b. Communicative-competence

The notion of communicative competence was presented by a sociolinguist (Hymes, 1971) to encompass the appropriateness of an utterance, or knowledge of sociolinguistic rules, as well as knowledge of grammar rules. Communicative competence builds on a negotiation of meaning between speaker and listener, interviewer and interviewee, tutor and tutee. In language teaching contexts, the notion has been used to refer to the ability to negotiate meaning to successfully combine sociolinguistic, a knowledge of linguistic, and discourse rules in communicative interaction (Savignon, 1983).

Knowledge acquisition is strongly associated with communicative competence and participation of learners in the interactive and dynamic process of communicative talk. Knowledge arises from communication rather than information (Tuominen et al., 2003; Schreiber, 2004). Communicative competence is based on adequacy of communication, functionality of communication, and sufficiency of knowledge, skill and judgement (Baker and MacIntyre,2000; Yashima et al., 2004). Savignon (1983:9) argues that "communicative competence is relative, not absolute, and is determined by the cooperation of all the participants involved." It should be pointed out that communicative competence also importantly relies on the competition and cohesion of all the learners involved.

c. Current studies on dialogical interaction: Difficulties and possibilities

Although there now exists a growing number of pieces of research that have studied various dialogical modes and their use or functions in general, no study could be found that has revealed the connection between dialogical interaction and knowledge acquisition in the group settings and specific operation of dialogical interaction in particular contexts. This research, then, aims to identify contextual factors on which constructive or productive dialogical interactions, well established or organized, are based, problems and challenges emerging among member's dialogues in groups that are associated with their identity, mindset, rapport, communicative competence and knowledge and so on. Thus, we intend to discover the contextual influence on dialogical interactions in groups and specific operations in them.

C. Contextual Factors

1. What does context refer to?

Three significant factors in groups - learner features, organizational features and task features - affect the achievement of learning transfer (Barnett, 2005). While in dialogical interaction, learners should keep some factors in their mind to make dialogues smooth and meaningful, such as learners' identity, mindset, rapport, communicative competence and knowledge, as well as learners' intention, feelings, tasks, conditions, dialogical organization and so on.

2. Factors: psychologically collaborative context, formally competitive context, instrumentally cohesive context

Learners' neutral stance does not actually exist in dialogical interaction; they tend to be collaborative, competitive or cohesive (dialogues as instrumental or organizational links).

1) Psychologically collaborative context

A collaborative context is based on consensus reached through working together or cooperative work or activity by group members, in contrast to a competitive context, where individuals attempt to outdo other group members. Whether the dialogue is advancing to a knowledge objective is a key problem in collaborative knowledge-creating/knowledge-building discourse (Bereiter et al., 1997). Collaboration is a philosophy of interaction where individuals take responsibility for their actions, including learning and respecting the contribution and abilities of their peers (Marjan, 2013). Learners cooperate with others to increase information sharing, resolving conflicts, managing the group interaction process, reaching agreements, as well as reducing ambiguity and hostility among members. In this context, dialogical interaction is operated as the following sequence: plan-making, knowledge extraction and analysis, meaning negotiation, decision making and verification. The interaction process induced by this context produces a number of noticeable advantages: stimulations are more likely to be offered in a secure setting where members are encouraged to speak out in the face of knotty problems. Besides, maximal influence is exerted on learners' rapport in group interaction.

2) Formally competitive context

Wilhelmson (2006) argues that if the disruptions and conflicts contribute to learners shifting, broadening or transcending their perspectives, those situations that likely appear from learners' different perspectives can actually be vital to provoke transformative insights (Wals et al., 2009). That is, a competitive context contributes to the effectiveness and efficiency of knowledge acquisition through contested voices. Debate and argumentation are specific forms in such contexts. The organization of knowledge can be considerably improved by the distinctive structure of argumentation, which connects conditions, premises, rebuttals, conclusions, and so forth (Billig, 1996; Kuhn, 1992; Merns & Voss, 1996). Drawing on such a competitive context generally as a tool for personal improvement (Edwards, 2008), critical thinking and the capacity to deal with problems in heterogeneous groups are underscored.

3) Instrumentally cohesive context.

Communication disorder occurs through weak ties, going beyond the boundaries of cohesive groups or even when linguistic cohesion and organizational cohesion are at a premium. Can groups be systematically and efficiently addressing issues in dialogical and organizational disorder? To assure knowledge acquisition continuity, communicative obstacles or misunderstandings which arise from inconsistent ideas, ambiguities and conflicts in dialogical interaction should be removed. Instead, strong ties among members should be built through talking. That is, linguistic cohesion serves a premise of organizational cohesion: both are beneficial to the communication of cohesion. Coherence and cohesion in language use are expected to be achieved; at times communicative links such as scaffolded dialogues (Alexander, 2001) can achieve consensus through sequenced and structured questioning, and through 'shared conception and joint activity', which prompt, guide, reduce choices and accelerate 'handover' of principles and concepts. Tutoring as a potential outcome in instrumental settings in transformative learning (Mezirow's, 2000) is hopefully provided and thus conflicts can be well dealt with.

3. Relations between those contexts

The importance of the relationship between collaborative, competitive and cohesive contexts (Figure 1:3-C contexts) is appreciated due to the intersection and interaction among them. In the loci of intersection, scaffolding or scaffolded dialogues should all be provided in three contexts where dialogical interaction featuring emotional and ideological dynamic process needs some instrumental support or directive help from others, such as intervention or tutoring if necessary. Differences in these factors depend on learners' characteristics of dialogical interaction in knowledge acquisition in the following aspects: learners' identity, learner's mindset, learners' rapport, learners' communicative competence and learners' knowledge. Specifically speaking, learners in collaborative contexts tend to share existing knowledge to generate potential knowledge; learners in competitive contexts are inclined to build knowledge; learners in cohesive contexts just use knowledge as a tool to organize knowledge.
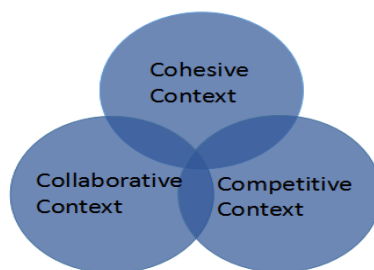

Figure 1: 3-C contexts

To sum up, the intimacy and involvement of learners in dialogue contribute to the efficiency of knowledge

acquisition. Vitality of each context exists in spite of intervention from others and uncertainty in dialogues.

III. METHODOLOGY

My research uses the interpretive or constructivist paradigm. Ontologically, students' voices as a knowledge reservoir have not fully been exploited by researchers. This kind of knowledge consists of contextual knowledge, my practitioner knowledge, students voices valued, their experience and practice in class through analytic generalization. Dialogues can promote development of children's thinking (Mercer & Littleton, 2007).However, not all voices from students can produce new knowledge. Actually, it depends on the use of voices in interaction. What's more, the reality of DI in service of KA is created by students in groups. Epistemologically, the underlying meaning of students' DI in different contexts is discovered with qualitative methods such as interview, observation, recording and so on with methodology of action research improving.

As the systematic inquiry (Mills, 2003), AR is adopted to picture the authentic DI scenes in the groups and develop understanding of the process of DI, and it emphasizes on producing new knowledge, as Dewar and Sharp (2006: 221) state that action research emphasizes the production of knowledge and action directly useful to practice and the empowerment of people, at a deeper level, through the process of constructing and using their own knowledge. Action research is thus deliberately concerned with the processes of development, improvement, and continuous learning.

The method of observation is used to enable me to look afresh at students DI performance in the groups learning that might be taken for granted, expected or go unnoticed (Cooper & Schindler, 2001: 374). I use observations as means of data accumulation to find the nature and regularities of the DI. Observation yields the authentic data systematically but also its sensitivity to contexts and strong ecological validity (Moyles, 2002), because it provides a reality check (Robson, 2002: 310).

It should be still noticed that dynamic nature and flexibility of observational data collection (Simpson & Tuson, 2003: 17) make it hard to record systematically all the data I really need. Particular attention is paid here to the use of video-recording as a method to capture the fullest-possible range of performances and interactions in three separate contexts. Field note is another useful tool to record what I hear and observe. Russell and Gery (2010) stress that field notes are "an essential part of all qualitative data collection... Producing field notes is a process of identifying themes" (Russell & Gery, 2010, p.46). In the field note, I can make comprehensible account of the process of students' DI performances and even reconstruct the dialogical conversation, from which I give pen portraits of the relationships between students' words and minds.

The method of verbatim transcribing is adopted in turning voices into written words. When having the voices transcribed, I note not only the literal statements of DI but also their non-verbal and paralinguistic communication. The original data should be kept intact without any manipulation or transformation. As a "co-produced text" (Riach, 2009), a transcript is an interpretation (Mishler, 1991) that is constructed as a new, original text by the researcher (Denzin, 1995). However, transcriptions inevitably lose data from the original encounter because of translations from oral regulations to written rules.

Because of group settings, I use the method of group interviewing to collect data for several reasons. Firstly, a group of students are interviewed for a common purpose in the group interviewing where students are aware of what other students in the group are saying (Watts & Ebbutt, 1987), thus it can generate a wider range of responses. Secondly, group interviewing can yield "a cross-check" effect (Arksey & Knight, 1999: 76) which means students can complement the other with supplementary ideas, resulting in a more reliable and complete data. Thirdly, it helps construct the group knowledge produced in the students' DI trajectory through "group voices", discouraging individual voice. As a whole, there are practical and organizational advantages. However, all students should be given chances to voice their ideas. I should be prepared to deal with the students who are marginalized or monopolize the conversation.

IV. RESULTS AND ANALYSIS

In some way, different contexts have its uniqueness to facilitate students to acquire knowledge. Learners are expected to establish a contextual foundation of their talk, and also need talk to build that contextual foundation. DI can work as facilitator to acquire knowledge in different contexts where the voices play a role as transmission as well as transformation of knowledge.

In the collaborative context, by pooling and sharing resources, an individual resource can internalize dialogue' content and transform different resources into their own. There are indications that learners can collectively reflect on the language use and interactive efficiency through collaborative dialogues. In addition, the result indicates that collaborative context increase more learners' interaction and dialogue, engagement.

Different from collaborative context, argumentative context has its charm in dealing with disagreements face to face. Because of communication in the dynamic for change, disagreement can advance students' knowledge building. On the other hand, the study shows that argumentative reasons cultivated in such a context develop students' cognitive competence (Kuhn & Udell, 2003). Another difference is that rather than unquestioningly accept others' certainties, students learn to test evidence, analyze idea and explore values.

In the cohesive context, speakers can make inter-textual links in their joint meaning-making because talk can

function as knowledge "connection building" (Gee & Green, 1998). It must therefore be recognized that misunderstandings are likely to arise and the thread of a developing understanding may be broken if there is no cohesive context and continuity through dialogues.

From linguistic and inter-mental to organizational dimension, there have been changes across different implications that have combined to create the dialgoical engagement of inter-connectedness between individuals in an organizational setting. Learners are capable of getting the best out of all groups members' thinking as well as their own thinking (Grugeon et al., 2001, p. 95).

V. DISCUSSIONS

A. Can Dialogical Interaction Really Serve Knowledge Acquisition?

Not all kinds of dialogical interaction make sense in knowledge acquisition. Dillenbourg (2002) emphasizes particularly the danger of disturbing "natural" interaction and "natural" problem-solving process, and the danger of artificially "didactising" interaction. Constructive dialogue's significance is also explicitly acknowledged in organizational knowledge creation (Tsoukas 2009; Won Krogh et al., 2000), which has the same basic concept as Knowledge Building (Bereiter & Scardamalia, 2014), where context and interaction are pivotal concepts in the study of all kinds of meaning-making process, such as cognition, communication, and language (Linell, 1998, 2009). In collaborative contexts, learners' tension and independence in dialogical interaction are needed while their calmness and dependence are necessary in competitive contexts, which is not a paradox. The reasons lie in potential outcomes that the complementary balance between learners' behaviors and emotional tendency will produce in knowledge acquisition. Apparently, productive or constructive dialogical interaction in cohesive contexts at least staves off the state of ambiguity, lack of continuity or inability to proceed further in the knowledge-acquiring process.

B. Discussion on How Learners Interact through Dialogues in Group Settings Work based on Different Contextual Factors. What Matters Should Be Taken into Consideration

Co-regulation of group members is required in dynamic dialogues. Salonen, Vauras and Efklides (2005) argue that the co-regulation of interpersonal relationships and (each) cognitive information will help form group dynamics to solve problems. In addition, co-regulation in some degree promotes good relationships in groups. Group members' rapport is the basis on which constructive dialogues are formed. As a consequence, classroom interaction has been shifted away from traditional practices/transmission (Blatchford et al., 2006) because of the supportive classroom/teaching activity and mutual/interpersonal communication where effective group working will be based on positive within-group relationships. Learners' joy and sense of accomplishment from experiencing accumulation of dialogues and tacit knowledge in turn consolidate and stabilize this good relationship; on the contrary, hatred, arrogance and inner resistance in communication do harm to it. Besides, Attention and opportunity distribution in dialogues may influence relationship among members through seating arrangements and interactive inclination.

Learners' identity, mindset and rapport vary in different contexts (see Table 1). Scaffolding and tutoring play a vital part in the interruption and stagnation in dialogic integration. The time when they are offered differs (see Table 1). Several researchers have proposed that tutoring has its highly interactive nature---the large extent to which the tutor and student make response to each other and base their next contribution on each other's dialogue moves (e.g, Graesser et al., 1995; Chi et al., 2001; van de Sande & Greeno, 2010). At last, interactive intervention and dialogical skills or strategies are also necessary in different contexts (see Table 1). Learners learn to share, contest, organize knowledge in different contexts to acquire new knowledge (see Table 1).

TABLE 1
MATTERS CONCERNED IN 3-C CONTEXTS

Learners	In collaborative context	In competitive context	In cohesive context
Identity	Cooperator	Competitor	Organizer
Mindset	Tension /independence	Open/ dependence	loyalty
Rapport	intimacy	critical	Loyal
Scaffolding/ tutoring	Uncertainty	controversy	betrayal
Intervention	Too much independence	Too less critical	Not cohesive
Dialogical skills / strategies	Listen and speak out	Debate	Organize
Learner's communicative competence	Sharing	Contesting	Organizing
Learner's knowledge	Learners in collaborative context tend to share existing knowledge to generate potential knowledge;	Learners in competitive context are inclined to build knowledge,	Learners in cohesive just use knowledge as a tool to organize knowledge.

C. Can Teachers' Role and Tutoring Be Totally Left out or Ignored?

Alexander (2008, 117) argues that teacher-student talk 'still remains closer to recitation than to dialogue', so there is

a 'need to be honest' about the issues being met in attempting to facilitate a culture of dialogical teaching. Actually, teachers play a necessary role as tutor, a scaffold-provider who promotes the ongoing dialogical interaction and do not obstruct or intervene in the learner's intention and participation in dialogues. Teachers should be sensitive to learners' enthusiasm and initiatives, and employ talk to provide them with the support of continuity and ensuring reciprocity (Myhill, 2006). In order to learn from each other, learners benefit from teacher-guided participation (Rogoff, 2008). Facing the phenomenon of many voices countering and responding to each other, teachers should build on learners' contributions (Bakhtin, 1986) or even show gratitude to learners due to knowledge building through these voices. Recent research has been inspired by Bakhtin's dialogic theories on teachers' role in "developing awareness in students an ability to question and to be able to think for themselves" (Wegerif, 2010). Mercer and Littleton (2007) argue that, "for a student to learn and a teacher to teach, talk and joint activity must be used by them to negotiate and establish a shared communicative space" (p.21). When a communicative space is built, through further dialogue teachers are able to extend students' strategic thinking and content knowledge (Gibbons, 2003; Renshaw & Brown, 2007). Transformative learning (Harris, et al, 2008), which puts emphasis on affective, cognitive, and behavioral change, relies strongly upon the responsibility of the teacher/tutor as a role model whose critical reflection and personal experiences lead to an environment conductive to learner transformation (Ya-ting Carolyn Yang, 2012). Interactional patterns where the teacher plays a role as an 'enabler of talk for learning and thinking' rather than an 'orchestrator of classroom talk' (Wells & Arauz, 2006; Myhill, 2006) are keys to supporting talk that promotes students' understanding and meaning-construction. In some sense, the teacher should act as a guide and community organizer (LeAnn G.Putney, 2011) who serves as the community enabler instead of as the implementer of action plans (Bandura, 1997).

D. Try to Find Provisional Problems and Possible Solutions

Given that, the featured contexts seem to motivate or delay interactive dialogues in knowledge acquisition in group settings. For example, in a competitive environment where learners are increasingly expected to bear the cost of time and energy wasted in a contest, learners need some support or intervention from others. Apart from this, any kind of talk or dialogues should be not only used by learners to acquire knowledge, but to use and create knowledge.

Strategic knowledge and procedural knowledge should be focused on in dialogical interaction, specifically, how to organize dialogues to acquire knowledge and in what ways to think and to perceive in this process go hand in hand with declarative knowledge. The facilitation of exploratory talk (Mercer & Littleton, 2007) has promoted the individual reasoning and argumentation and development of skills in groups with effect. In addition, an emphasis on understanding, providing timely and necessary feedback on learning processes, and associating learning with learners' real lives are crucial to improve their conversational or communicative skills in dialogues (Plowman & Stephen, 2005).

Intervention efforts are made to promote productive dialogical interactions (Wells & Arauz, 2006; Mercer & Littleton, 2007). How is the teacher/tutor to provide timely intervention? In different contexts, intervention means different approaches, that is, the approach which is fit for this context is not suitable for that one. Intervention depends on different times and learners if it is to be ensured to have maximal effect in dialogues. The extent of the teacher's interventions is usually expected to be reduced to a minimum in most time.

How can the teacher/tutor provide necessary scaffoldings in dialogues? Scaffoldings are in flux in the process of interactive learning from the start of group formation where advice and adjustment are given to help learners make decisions to the midst of tasks completion where the manipulability of guidance and knowledge structures are stressed.

As is often the practice in Wuxiang High School, dialogues cover many patterns such as (1) Complementary dialogues through which learners share existing knowledge and remove " knowledge gaps"; (2) Linear dialogues where learners answer questions one by one according to the collective objective or the problem; (3) Tasks-distribution dialogues which are used to organize the tasks; (4) "tutor-tutee" guide dialogues; (5) Interactive "interviewer-interviewee" dialogues; (6) "Paradoxical" debate dialogues. While in dialogues, types of "peer-to-peer" interactive modes are multi-selected, peers' "listen - tell" behaviors are multi-improved, peers' "information exchange" deviations are multi-corrected. In the choice of students' interactive presentation, dialogues are launched to establish the presentation mechanism such as (1) Preview-report dialogues; (2) Problem-presentation dialogues; (3) knowledge-consolidation dialogues; (4) conclusive dialogues; (5) reflective dialogues. These practices will help researchers and other stakeholders understand how dialogical interaction help learners acquire knowledge well.

VI. CONCLUSION

The research is to wrestle with questions such as "can dialogical interaction be really in the service of Linguistic knowledge acquisition in group settings?"; "How can it work according to different contexts?". To offer some perspectives to these complex issues, one prospect has been concentrated on - the relationship between dialogical interaction and knowledge acquisition through dialogues and necessary scaffoldings as well as intervention. Within these areas, pedagogical tutoring and dialogues has won many scholars' interest (e.g, Chi et al, 2010, 2011a, 2011b; Murrary & VanLehn, 2006). However, previous studying in this area has mainly dealt with methods and strategies, or many variables that affect learners' knowledge acquisition in dialogical interactions make it impossible for researchers to predict the degree to which specific operations of dialogical interaction are carried out and what content is addressed. This research puts an emphasis on particular contextual factors of the knowledge-acquiring process in dialogical

interaction and establishes some relationships between words in dialogues and cognitive influence on knowledge acquisition in the process of dialogical interaction. In broadening the vision of this research, dialogic models are extracted from practice in collaborative, competitive, and cohesive contexts in group settings.

In an effort to provide more perspectives on recent development of dialogical interaction, the predominant theme throughout this paper is that there is a tendency to enable more effective knowledge acquisition through commutative talk especially dialogues and scaffoldings or even intervention in the interactive context. There are limitations to this study. One limitation is that the group settings and their interactions are confined to the situations within the class, and the internal dynamics of students and inner state of learners are not clearly sketched out. Another potential limitation is that the validity of this study remains to be seen in promoting an independent sense of knowledge acquisition, which leaves another question that "drawing on dialogical interaction, how can learners' self-identity promote social-identity?"

<div align="center">REFERENCES</div>

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Visualizing Mismatches in Pronunciation among EL2 Chinese Learners at Segmental Level[*]

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Abstract—In our pronunciation *courses*, segmental level in English pronunciation plays a very important role in perception and teaching of English pronunciation. This research aims to investigate into the most salient pronunciation problems at segmental level by fresh college students from Mainland China through an experimental study, and it is found that the mismatches identified in the segmental level of English pronunciation are corresponded with the phonological features of the utterance of Chinese English. Moreover, in order to improve fresh college student' pronunciation and achieve the pronunciation of Standard English, some pedagogical implications and suggestions about teaching strategies are provided in this study which aimed at the most salient mismatches discovered in the research findings.

Index Terms—English pronunciation, segmental level, implications for teaching

I. INTRODUCTION

Foreign language (FL) learners' mispronunciations are not random, as a foreign accent produced by learners largely reflects the phonetic features and intonation characteristics of their first language (L1) (Avery & Ehrlich, 1992; Ohata, 2004; Swan & Smith, 1987), Chinese EFL learners are inclined to confront these phonetic features or challenges in pronunciation which involve certain individual vowels and consonants, and these English phonetic features do not occur in Chinese pronunciation or are uttered differently in Chinese (Table 1), so consequently native Chinese EFL learners who cannot overcome these obstacles find it hard to speak pure, native-like English.

TABLE 1
CONSONANT PHONEMES OF ENGLISH. COLORED PHONEMES ARE NOT SHARED WITH CHINESE

MOA / POA	Both lip /bilabial	Lower lip and upper teeth /labiodental	Tip of tongue and teeth /interdental		Tip of tongue and tooth ridge /apicoalveolar	Front of tongue and hard palate /laminopalatal	Back of tongue and soft palate dorsovelar	Throat /glottal
stops voiceless		p			t		k	
stops voiced	b				d		g	
affricates voiceless						ʧ		
affricates voiced						dʒ		
fricatives voiceless		f		θ	s	ʃ		h
fricatives voiced		v	ð		z	ʒ		
nasals	m				n			
lateral					l			
semivowels	w				r	j		

Notes: POA and MOA refer to place of articulation and manner of articulation respectively.

The segmental features of English speech (e.g. consonants, vowels, etc.) play an important part in the speakers' appropriate pronunciation of English, which can be considered as the major elements in English language pronunciation. Moreover, there are still a large number of Mandarin speakers who keen on studying English nowadays in China. What's more, with years' experience of English pronunciation teaching, the author has perceived it is worthwhile exploring the features of English pronunciation in segmental level by college students from Mainland China. So, the present study will give specific attention to the discussion of this problem in an experimental way. Hence, this paper detects the pronunciation errors at segmental level of ten college students who come from different parts of mainland China (Northeast, Central and Eastern China), and a sound experiment implements through acoustic phonetic software,

praat. Furthermore, comparisons will also be made between perception and pronunciation experiment results because of the relationship between these two factors in the acquisition process. Hopefully this study will provide English teachers suggestions about teaching strategies aiming at the most salient problems while teaching English.

II. LITERATURE REVIEW

The pronunciation of Cantonese English spoken by people from Guangdong Province and Hong Kong has a large number of research findings already. However, as Deterding (2006) claimed, there were few researches into the English pronunciation features among the Mandarin speakers. And lots of researches only focus on analyzing the utterance features from accents of Hong Kong and Guangdong province, no discussion of the English pronunciation of speakers come from other parts of China. In previous researches on the English pronunciation by speakers from China, Chang (2001) provides a list of vowels and consonants that are problematic among Chinese speakers and also cover the suprasegmental features of Chinese speakers. Ho (2003) summarizes the perceptions of teachers in Singapore about the most serious pronunciation of Chinese students based on thirty nine audiovisual recordings. As Ho (2003) mentioned, the pronunciation of English speakers from different regions in China is different. However, there are some features that are in common and distinguish China English from other varieties of English.

So this paper sets out to investigate the segmental features of English pronunciation of college students from Mandarin speaking regions in Mainland China, in an attempt to offer teachers teaching strategies addressing the most acute pronunciation problems among college students.

III. PARTICIPANT

Ten participants chosen randomly for this study are fresh students majored in English at Nanchang Business College, Jiangxi province. They are consists of 2 male and 8 female students with an age mostly in 18 and 19 years, all of them come from different provinces in the Southeastern, Eastern and Central part of China and take Mandarin as their mother tongue. Hence, they are chosen in this study for the research in whether their English pronunciation has been influenced by their L1, Mandarin Chinese, and whether their pronunciation shares similar acoustic features of English by Mandarin utterance from Mainland China. All ten participants were required to carry out the task of reading aloud a passage extracted from New Trend English Pronunciation Course by Ming-Dong Liu et al, 2018. The personal background information of ten participants can be described in Table 2 and they participated in all activities of audio data collection.

IV. MATERIAL

All ten participants were invited to read aloud the same text extracted from a textbook named New Trend English Pronunciation and Intonation course by Liu Ming-Dong et al，published by the Commercial Press and their sound data was recorded. The following ten sentences were selected in this research as the material for in-depth analysis of participants' pronunciation features.

S1. The soul is not where it lives at present, but where it loves.
S2. She won the first prize in sailing competition, but at what price.
S3. Eat at pleasure, drink with measure, and you will become healthy.
S4. He remained loyal to the royal family after the painful revolution.
S5. But bad habits won't change without a lot of hard work, will they?
S6. The path to learning to speak a second language without an accent appears to be a combination of hard work, a good ear, and a strong desire to sound like a native speaker.
S7. You have some interesting idea in your composition, but your English needs polishing as usual.
S8. When the bell rang, the young boy ran straight out of the classroom without taking his schoolbags.
S9. Even though she is having her birthday on the fifteenth of October.
S10. We were all very worried about that old tourist in such a bad weather.

These ten sentences have been chosen because they involve some phonological features that are believed to be quite confusing ones for L1 Chinese to pronounce correctly e.g. /ð/ /θ/ /ŋ/ /ʒ/ etc, and the reasons why the participants mispronounced those consonant phonemes frequently.

V. METHODS

The recordings of the ten participants have been collected and their pronunciation is analyzed in details in terms of English segmental features by acoustic phonetic software, praat (Version 6.1.14). As there are some mismatches among participants' pronunciation and the native pattern, e.g. RP and GA and some utterances are mispronounced as well. Therefore, the error analysis was employed in this research. The transcription of the text on the speakers' recording is conducted and IPA symbols are used as a measurement to check whether the participants' pronunciation is correct or not. Some features involving vowels and consonants known to be problematic for many ESL learners can be detected through this process, and similarly common phonological features can be generalized in this approach by Mandarin speakers from Mainland China.

VI. DATA ANALYSIS

The data was analyzed by identifying the mispronunciation patterns that are deviated from the correct pronunciation according to the International Phonetic Alphabet symbols and the most serious problems can be identified at the segmental level (consonants and vowels), as can be seen in Table 2 and 3:

TABLE 2
MISMATCHES OF THE VOWELS AND THEIR FEATURES

Vowels	Phrase 1	Phrase 2	Features
/æ/→/e/	S5: bad habit	S8: schoolbags	Shortening of diphthong
/eɪ/→/e/	S2: sailing	S4: painful	Shortening of diphthong
/ʊə/→/ə/	S7: usual	S10: tourist	Shortening of diphthong
/eɪ/→/aɪ/	S8: straight		Shifting to a similar vowel
/e/→/ə/	S1: present		Shifting to a schwa
/ʌ/→/ɑ:/	S8: young	S3: become	Shifting to a back vowel
/æ/→/ʌ/	S8: rang	S8: ran	Shifting to a similar vowel

In Table 2, "S1,S2...S7" are adopted respectively representing "Sentence 1, Sentence 2 to Sentence 7" as already shown in material part. We can also find in Table 2 the most salient feature in terms of vowel can be the substitution of /æ/ with /e/ and the shortening of diphthong.

TABLE 3
MISMATCHES OF THE CONSONANTS AND THEIR FEATURES

consonants	Phrase 1	Phrase 2	Features of mismatch
/ð/→/d /	S5: they	S9: though	Producing a similar sound in Chinese
/ð/→/z/	S5: without	S10: weather	Substituting a similar sound in Chinese
/θ/→/s/	S6: path	S9: birthday	Substituting a similar sound in Chinese
/ʒ/→/ r/	S3: treasure		Substituting with a retroflex sound
/ʒ/→/z /	S7: usually		Substituting with a voiced alveolar fricative /z/ sound
/ʃ/→/s/	S7: polishing		Producing a similar sound in Chinese
/ŋ/→/n/	S8: rang		Producing a similar sound in Chinese
/z/→/s/	S2: prize	S7: composition	Substituting with a voiceless alveolar fricative sound
/l/→/n/	S4: loyal	S6: language	Substituting with a voiced alveolar nasal sound

In Table 3, "S1,S2...S7" are adopted respectively representing "Sentence 1, Sentence 2 to Sentence 7" as already shown in Material part. We can also find in Table 2 the most salient feature in terms of consonants can be the substitution of dental fricative using similar sounds in Chinese and the difficulty in discerning /n/ and /ŋ/, etc. Chinese has a set of sounds that are similar to English /ʃ/, but it is not quite the same, There is nothing in Chinese that even similar to /θ/ or /ð/ with their 'inter-dental' or tip of tongue flat against edge of teeth articulation.

VII. FINDINGS

A. Replacement with a Similar Sound

Among the pronunciation with the most mistakes for L1 Chinese of English learners, dental fricative sounds /θ/ and /ð/ would be the ones that is fairly problematic for most of the participants. According to the recording of speech sound, most participants had frustration in pronouncing the correct sound of voiceless dental fricative /θ/ and its voiced counterpart /ð/, they adopting frequently the substitution strategy to do with a similar sound in Mandarin Chinese e.g. /s/ to substitute for the voiceless dental fricative sound /θ/ in English. The voiced alveolar stop /d/ and voiced alveolar fricative /z/ become the most common substitution for the voiced dental fricative sound /ð/, since these sounds are originated from Hanyu Pinyin. This findings is in agreement with Ho (2003, p. 144). Chang (2001) also pointed out that it is a shared problem among Mandarin Chinese speakers as both the /θ/ and /ð/ sounds do not occur in Chinese. Besides, Ho (2003) also stated the fact that "there is a si in the Chinese pinyin transcript but not the voiceless /θ/".

The English consonant sounds that cannot be matched in Chinese speech sound also include voiced palatal fricative /ʒ/ and voiced velar nasal /ŋ/, where participants in this study tend to use voiced alveolar fricative /z/ and voiced alveolar nasal /n/ respectively as their substitution, e.g. the word usually /ˈjuː.ʒu.ə.li/ is uttered as /ˈjuː.zu.ə.li/ and the word English/ˈɪŋglɪʃ/ is pronounced as /ˈɪnglɪʃ/.

Whereas for the vowels, there is no counterpart /æ/ sound in Mandarin Chinese, as Chang (2001) stated. It poses a great challenge to learn the phonetics of this sound for beginners learning English, especially adult learners. The participants in this study, therefore would naturally adopt the vowel /e/ as a substitution for /æ/.

This is because there are lots of differences between the Chinese phonological system and the English counterpart, so there are no exact and corresponded sounds of these phonemes that can be matched in Mandarin Chinese. For this reason, the speakers usually find another similar sound in their native language for easier pronunciation of these phonemes (Hockett, 1972; Lado, 1957).

B. Failure to Distinguish between Voiceless Consonants and Voiced Consonants

As one of the most important foreign language in China, English is a greatly important course and also a necessary communication skill for Chinese students since they enter primary school. However, most of the college students who have learned English for more than six years are still confused by the distinction between the voiced and voiceless consonants when pronouncing English. For example, they would substitute voiced alveolar fricative /z/ with its voiceless counterpart /s/ in pronouncing as the word example or use voiced alveolar nasal /n/ as a substitution for voiced alveolar liquid /l/ in the pronunciation of the word language. Therefore, this particular feature of English pronunciation is very common among Mandarin speakers in Mainland China.

The phenomenon mentioned above is due to the fact that L1 Chinese learners tend to transfer divert some of the sounds in Mandarin Chinese to English pronunciation for the ease of articulation and utterance. Nevertheless, this negative practice affects their correct pronunciation in English utterance and lead to phonological features of acoustic problems that are peculiar to Chinese learners.

Figure 1. Chart of Spectrogram for S 5

In Fig.1, there are three tiers on the chart of spectrogram, the first one is the original sentence already shown in the material, the second is the recording sounds produced by participant and the third tier shows variations between the NE and the mismatches, Fig 1 shows that in the phrase bad habits, the front vowel /æ/ was pronounced as front vowel /e/ and the voiced dental fricative /ð/ in the word without was pronounced as voiced alveolar fricative /z/.

C. Shortening the Diphthongs

The case of shortening the diphthongs also occurs frequently in this reading aloud test. Examples can be found in the substitution of /eɪ/ with /e/. This is because of the fact that the utterance of diphthongs in Chinese is usually shorter and it needs smaller tongue and lip movement than their English counterparts. As a result, in mainland China English learners from Mandarin speaking areas often mismatch of pronouncing the sounds of diphthongs as short as monophthongs, and it is without adequate distinction between the two component vowels (Chang, 2001).
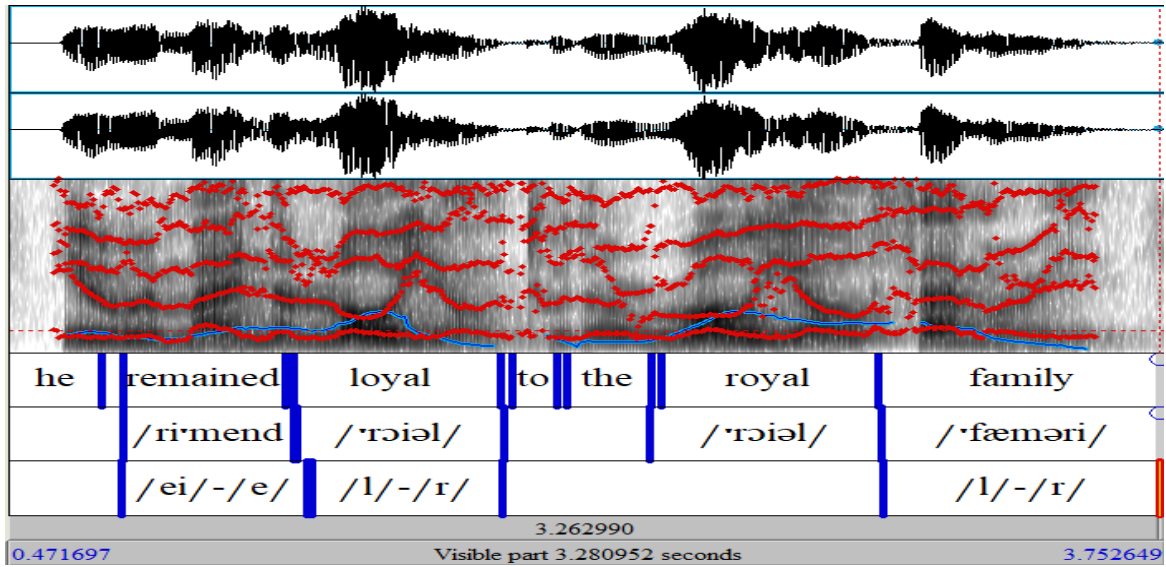
Figure 2. Chart of Spectrogram for S 6

Fig.2 shows that in word *remained*, the diphthong /ei/ was pronounced as single front vowel /e/, the voiced alveolar liquid /l / was substituted obviously by the retroflex /r/ in the words *loyal* and *family*.
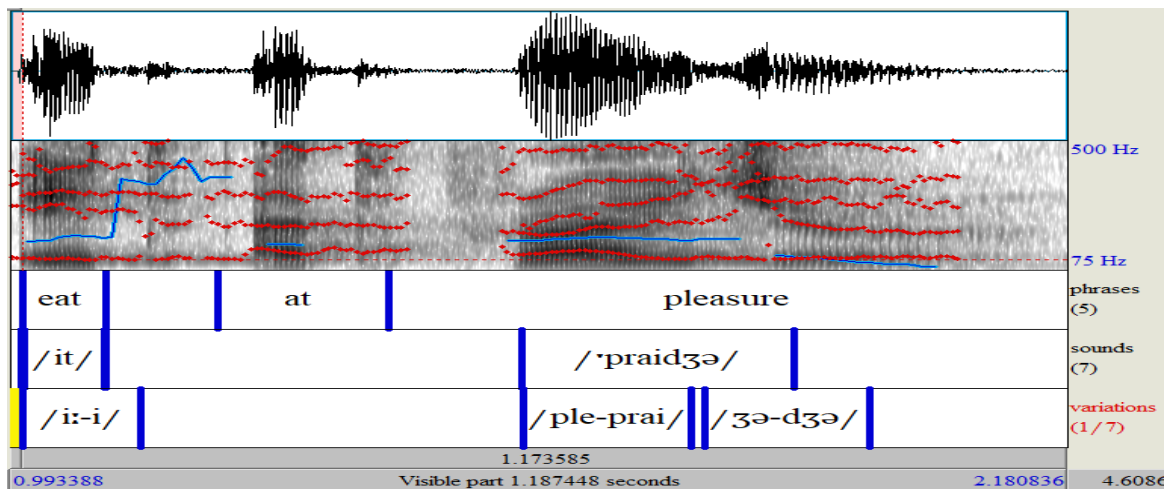

Figure 3. Chart of Spectrogram for S 3

In Fig.3, the long vowel /i:/ in the word eat was pronounced as short vowel /i/, word pleasure was pronounced as /praidʒə/, while in Fig.4, the sound /meʒə/ was pronounced as /meidʒə/ for the word *measure*.
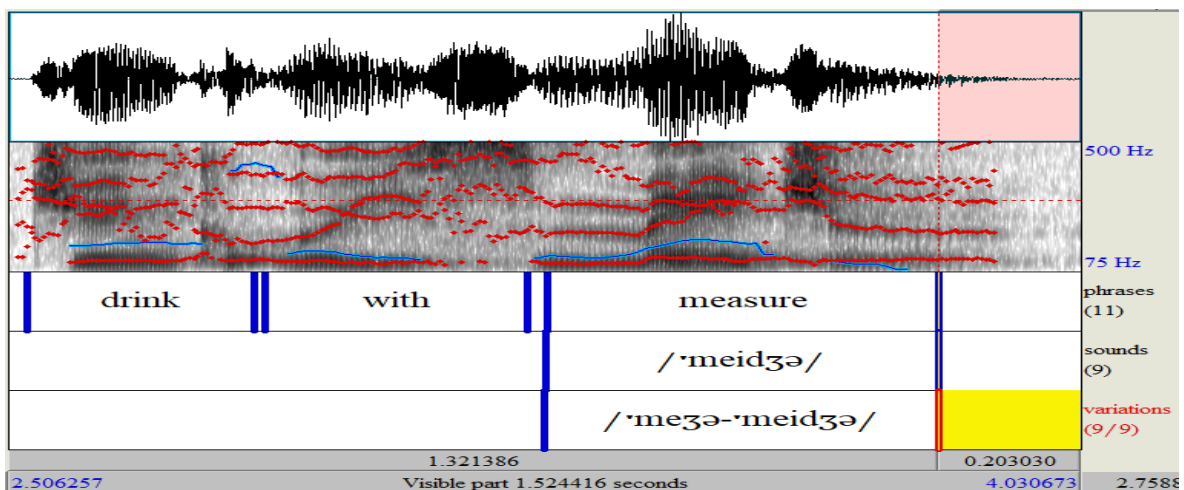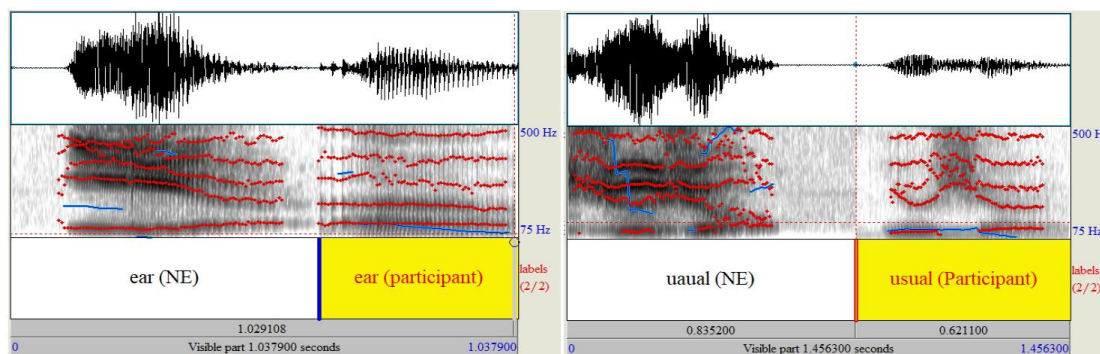

Figure 4. Chart of Spectrogram for S 3

Figure 5. Chart of Spectrogram for word ear

Figure 6. Chart of Spectrogram for word usual

Fig.5 and Fig.6 are chart of spectrograms for the utterance of word *ear* and *usual* produced by native English speaker (NE) and the research participant, for the word *ear,* the diphthong /ɪə/ was pronounced as /eə/, and in Fig.6. the word *usual* was pronounced as /ˈjuː.zu.ə.li/, mismatched its original sound /ˈjuː.ʒu.ə.li/.
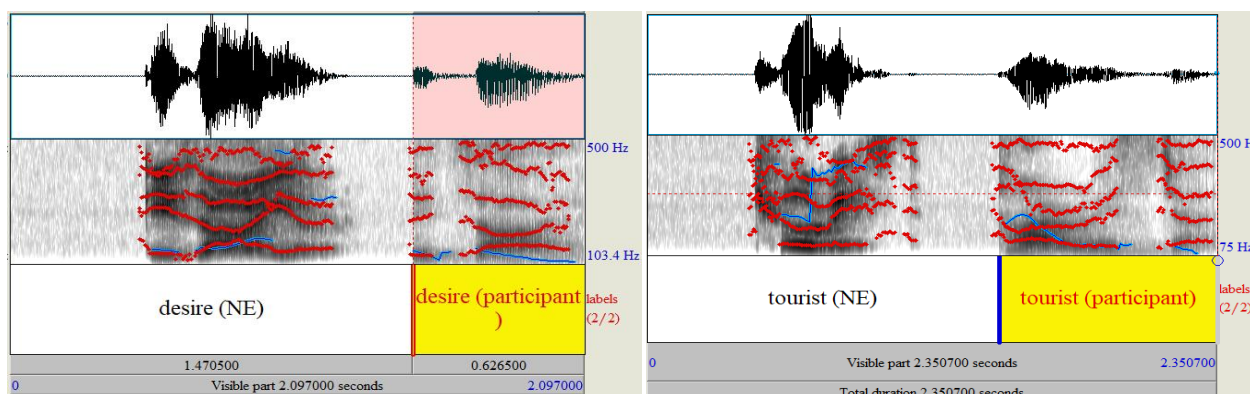

Fgure 7. Chart of Spectrogram for word desire

Figure 8. Chart of Spectrogram for word tourist

In Fig.7. the word *desire* was pronounced as /dɪˈzaɪə(r)/, mismatched its original sound /dɪˈzɑːə(r)/, and in Fig.8. the original sound /ˈtʊərɪst/ for tourist was pronounced as /ˈtəʊrɪst/. All of four words are extracted from S6, S7, S6 and S10 respectively, errors of pronunciation can be told apart clearly from the spectrograms chart and distinctions between F0, F1, intensity and duration of vowel can also be clearly identified.

VIII. PEDAGOGICAL IMPLICATION AND APPLICATIONS FOR TEACHING

This study aims at identifying the most problematic sounds with English segmental features by Mandarin speakers, and realizing the perception of teachers the most obvious pronunciation problems among Mandarin Chinese speakers. Furthermore, teaching and remedial instructions of these peculiar phonemes are also suggested in the hope of aiding students to pronounce sounds of words more effectively as well as correcting their mismatches. Therefore, the strategies adopted to improve Mandarin speakers' comprehensibility and their perception in English phonetics are highly-valued.

Pronunciation pattern drills could be adopted in order to deal with English pronunciation problems and to correct and improve the mismatches effectively. As Ho (2003, p. 149) stated, there are several useful strategies suggested by teachers in the CELC (Center for English Language Communication), in his study, e.g. teaching strategies are listed such as providing explicit phonetic instruction on the places and manners of articulation, encouraging students to identify errors of speech sounds, incorporating funny poems, drama into the articulation exercises to make pronunciation teaching meaningful and memorable and offering tongue-twisters exercises for students to teach them difficult sounds, etc. All these strategies help students pronounce English sound correctly and get awareness of comprehensibility of communication.

In this paper, the researcher will provide a kind of pronunciation teaching method focus on difficult sounds such as /θ/ and /ð/ etc and teachers should provide students explicitly the manners and places of articulation. This explicit teaching strategy help students acquire a clear and concrete perception how the sound is actually pronounced, consequently, it would be easier for them to imitate and memorize the correct pronunciation as well. Moreover, lists of words that contain the various phonemes could be chosen as speech sound materials for students to discriminate between the correct sound and the similar sound which is pronounced by many Chinese students for substitution. For example, the "then/ ðen/" and "zen/zen/" and the "sink/sɪŋ/" and "think/θɪŋ/". By contrasting the differences of pronunciation, students will come to realize the fact that whether they normally utterance is deviated from the correct pronunciation in accordance with the International Phonetic Alphabet symbol. Therefore, they can be trained a

perception of whether their own pronunciation is correct or not. After that, students can obtain the comprehensibility of correct sound that teachers are reading aloud to them. At later stage, students are demanded to do some production tasks e.g. making a dialogue in pair work and being aware of the proper pronunciation of the target words that contain /ɵ/ and /ð/. By doing so, students can be trained to have a better perception of these peculiar sounds and therefore improve their phonetic accuracy of the difference sounds (e.g. /ɵ/ and /ð/ etc) among Mandarin Chinese students.

For other students that have already fossilized this mistake, remedial instruction can be adopted by asking students "resetting your tongue on your teeth" and showing tongue position with diagrams.

IX. CONCLUSION

In conclusion, this study has achieved its aim to examine the specific pronunciation mismatches in terms of segmental level among Mandarin speakers from different parts of China. The findings was well corresponded with the most obvious English segmental features among Mandarin Chinese speakers, such as use of substitution of /s/ for /ɵ/d/ or /z/ for /ð/ that appear very common among the errors made by Mandarin Chinese speakers. In terms of the phonological feature of vowels, the shortening of diphthongs, e.g. from /eɪ/ to /e/ is also very common for Mandarin speakers for greater ease in pronouncing words. According to this, the pedagogical implication and applicable suggestions were offered to English pronunciation teaching and some serious problems of English pronunciation are focused to deal with by speakers from Mandarin speaking regions in mainland China. In future studies, it is hoped that both the reading aloud tasks together with interviews will be adopted to examine the pronunciation problems when speakers' utterance in both controlled and authentic speech environment. In addition to this, the participants from Cantonese regions could also be involved in the study to examine whether their mismatches of some English pronunciations could also be due to the influence of Mandarin Chinese and in an attempt to identify the differences between English pronunciation features by speakers from Mandarin and Cantonese speaking regions in Mainland China.

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Study on the C-E Translation of Publicity Materials from the Perspective of Venuti's Foreignization—A Case Study of *"An Overview of the World Exposition Shanghai China 2010"*

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Abstract—**Since the implementation of China's reform and opening-up policy, the rapid development of economy and the international exchanges require a growing need for the publicity materials and translation, C-E translation in particular, in which, faithful reproduction of China's culture and image should be regarded as the priority. Many translators have been aware of the great importance of the cultural communication in translation of publicity materials, and various theories had been applied to study this issue both at home and abroad. In terms of preserving the source-language culture, Venuti advocates the dissimilarities between two languages. And that is why he puts forward foreignization. However, due to the dominating position of domesticating translation theory in China, Lawrence Venuti's theory of foreignization failed to receive enough attention in the field from translators and translation researchers in China. This paper, by using the theory of Venuti's foreignization to analyze the C-E translation of the publicity materials, especially a case study of *An Overview of the World Exposition Shanghai China 2010*, aims to demonstrate the application of Venuti's foreignization to analyzing the translation of the publicity materials, and therefore provides a brand-new approach for English learners to analyze the C-E publicity materials.**

Index Terms—**the translation of publicity materials, *An Overview of the World Exposition Shanghai China 2010*, Venuti's foreignization**

I. INTRODUCTION

A. Research Background

Since the rapid development of economy and the international exchanges, the publicity materials and their C-E translation have become a necessity. The international status of China is uprising, the Chinese culture needs a stage to be known by the world. The cultural communication in the field of C-E translation of the publicity materials has been noticed by translators, and therefore they make use of different kinds of theories to realize an influent and proper translation. At the same time, analysis of the C-E translation of publicity materials has been conducted by using various theories and from different angles in history at home and abroad. However, few scholars tried to apply Lawrence Venuti's foreignization to this field. In his book --- *The Translator's Invisibility* 1st Edition published in 1995, Venuti challenged the dominant domesticating translation. He put forward a theory of foreignization. In his view, "Translation is a process that involves looking for similarities between languages and cultures – particularly similar messages and formal techniques – but it does this only because it is constantly confronting dissimilarities. It can never and should never aim to remove these dissimilarities entirely" (Venuti, 1995, p.306). As a fresh theory of translation text analysis, Venuti's foreignization has been employed to numerous materials, but rarely used to analyze the C-E translation of publicity materials. *An Overview of the World Exposition Shanghai China 2010*, a typical writing with Chinese culture which shows the basic information, the theme, the organization structure, the construction etc. in the World Exposition Shanghai China 2010, is worth being analyzed in terms of its language use and cultural transmission by applying the theory of Venuti's foreignization.

B. Statement of Problem

Scholars at home and abroad have applied various theories and different angles to analyzing the C-E translation of publicity materials, such as "Skopostheorie", "German functionalist translation theory", "Adaptation theory" and so on. But few of them use the theory of Venuti's foreignization to analyze the C-E translation of publicity materials.

As a vital approach of spreading information, the translation of publicity materials enjoys some striking features, including social influence, political purpose, and culture. It needs to reserve cultural elements for the purpose of letting target readers learn more about source-language culture. And Venuti's foreignization also aims to keep the source-language culture to stand out cultural dissimilarities. He advocates that translators shouldn't ensure the convenience of the target readers or the transparency of translation at the sacrifice of keeping the original cultural image. Therefore, how to apply Venuti's foreignization to analyzing the C-E translation of publicity materials is the problem to

be solved.

C. Purpose and Significance

The translation of publicity materials is quite important in letting target readers learn more about the source-language culture and then reaching the goal of promoting cultural communication, and Venuti's foreignization is also calling for preserving the source-language cultural elements so as to introduce them to the world. It is obvious that Venuti's foreignization is in line with the purpose of the translation of publicity materials. As for China, it is an uprising nation now, so it needs more countries to understand its culture. In such situation, translators had better have the concept of foreignization.

This paper, by using the theory of Venuti's foreignization to analyze the C-E translation of publicity materials, especially a case study of *An Overview of the World Exposition Shanghai China 2010,* aims to demonstrate the application of Venuti's foreignization in the translation of China's publicity materials, and to provide a brand-new approach for English learners to analyze the C-E publicity materials.

D. Overview of the Paper

Based on the introduction above, this paper is intended to explain the application of Venuti's foreignization to analyzing the C-E translation of publicity materials in five parts.

Part One mainly provides a general introduction of the background, problem, purpose and the organization of the paper. By applying Venuti's foreignization strategy to analyzing C-E translation of publicity materials, this research focuses on demonstrating their combination.

Part Two gives an introduction of the development and current situation of theories and methods about analyzing C-E publicity materials as well as the development of the theory of Venuti's foreignization.

Part Three gives details about three parts: C-E translation of publicity materials, Venuti's foreignization and their conjunction.

Part Four focuses on the study on *An Overview of the World Exposition Shanghai China 2010* by using the theory of Venuti's foreignization.

Part Five summarizes the findings and the limitations of the study, and the suggestions for future study.

II. Literature Review

The C-E translation of publicity materials has been widely conducted by various theories and methods from different perspectives at home and abroad. This paper refers briefly to some influential C-E translation of publicity materials analysis and Venuti's foreignization in previous studies from domestic and abroad aspect.

A. The Research of C-E Translation of Publicity Materials

1. The study abroad

There are many theories once used by scholars to analyze the C-E translation of publicity materials.

Starting from the term "Scoops" --- a Greek word for "aim" or "purpose", it was introduced into translation theory in the 1970s by Hans Vermeer. The technical term deals with the purpose of translation and the action of translating. The primary work on Scoops theory is *Groundwork for a General Theory of Translation* (Reiss and Vermeer, 1984). For the purpose of drawing attention to translator's subjectivity, many scholars use Skopostheorie to analyze the C-E translation of publicity materials.

In addition, some scholars consider the German functionalist translation theory as a good approach to analyze the C-E translation of publicity materials. Talking about functionalism, Eugene A. Nida must be mentioned. He placed the dynamic equivalence in a high status when conducting translation. Nida (1964) airs the view that a translation of dynamic equivalence aims at completing naturalness of expression, and tries to relate the receptor to modes of behavior relevant within the context of his own culture; it does not insist that he understand the cultural pattern of the source-language context in order to comprehend the massage. In order to further promote the function of translation, he later changed the term "dynamic" into "functional". In this way, it seems to "provide a much sounder basis for talking about translation as a form of communication with a focus on what translation does or performs" (Nida, 1993, p.124).

Apart from those methods to the C-E translation of publicity materials, the application of Adaptation theory to this field is comparatively new. Adaptation theory provides a conceptual frame to study linguistics from a pragmatic angle. In terms of analyzing the C-E translation of publicity materials, Adaptation theories can represent it from both communicative and linguistic view. As a result, it can help translator break away the traditional way of one to one equivalent.

2. The study at home

In addition to the studies abroad, numerous scholars at home are aware of the importance of the C-E translation of publicity material, and therefore begin to regard the C-E translation of publicity material analysis as necessity.

Cheng Zhenqiu should be considered as the pioneer in the field of C-E translation of publicity materials. He tries to find some good methods to translate political literature, a kind of publicity materials. In his book *On Problems of Translation—A Series of Talks Given at the Institute of Journalism*, Cheng (1980) claims that the key to improve the

quality of C-E translation is to avoid "Chinglish" expressions which are caused by the influence of the source language.

As for the attention on the C-E translation of publicity materials, the Chinese Translation Association in Beijing in December 1990 held the first national symposium on "Skills in C-E Translation". It concentrates on the translation problems with local prints of publicity materials and gives birth to the book entitled *A Collection of Articles on C-E translation Techniques*. During this symposium, a lot of scholars expressed their ideas on the translation of publicity materials.

As one of the participants, Duan Liancheng puts forward "internal injuries" in the translation which refer to the spelling or grammatical mistake and inappropriate expressions. In order to cure such "internal injures", he presents "interpretative translation". In view of this, Duan Liancheng (1990) names "interpretative translation" as "three operation", filling, slimming and restructuring.

Jia Wenbo (2000) studies the translation of publicity materials concerning political and economic issues. In his book *On Practical C-E Translation in Political and Economic Practice*, he expounds different translation skills by means of listing many examples. And now this book has served as a very useful reference book to learn translation.

B. Venuti's Foreignization

1. The study abroad

In the past years, many scholars insist "the principle of transparency". Therefore, for many years this principle has already been taken for granted. However, the American translator Lawrence Venuti doesn't agree and puts forward another kind of theory---foreignization, criticizing "the transparent effect of the translated work as false" and draws attention to the reservation of source-language culture.

Lawrence Venuti develops a foreignization translation strategy on the theory of Schleiermacher and some other scholars, which he calls the resistant foreignization translation strategy.

In order to change the dominant idea and express his theory clearly, he says his motive of developing this new translation strategy is to "make the translator more visible" (Venuti, 2004, p.17) And of course, the best way is to keep the source-language culture.

Since 1978, Venuti has been publishing his translations of Italian poetry in various magazines. And his ideas of foreignization strategy can be found in his serous books---*Translator's Invisibility: A History of Translation, Rethinking of Translation: Discourse, Subjectivity, Ideology, The Scandal of Translation.*

2. The study at home

Chinese have begun to study Lawrence Venuti's translation theory for several years. Guo Jianzhong is one of the first scholars researching Lawrence Venuti's translation theory. In his works, he pointed out that the foreignization theory held by Lawrence Venuti was progressive and future-oriented with "the development of international communications on an equal footing" (Guo Jianzhong, 2000).

The Chinese discussions on translation are usually in some book prefaces, journals and diary, which are different from the research in the West. Meanwhile, a few Chinese foreignization advocators, like Lin Kenan, Yin Yantong and Ge Xiaoqin, have become aware of the important status of culture. Therefore, they try to find ways to reflect cultural elements in translation.

C. Limitations of the Previous Study

As presented above, the research of analyzing the C-E translation of publicity materials has been conducted by different kinds of angles by use of various theories. But Venuti's foreignization strategy has seldom been used to analyze the C-E translation of publicity materials. Most of previous studies are about the comprehensive strategy to analyze the overall publicity materials, not in a specific way. In this regard, this paper aims to study the C-E translation of publicity materials from the perspective of Venuti's foreignization.

III. C-E TRANSLATION OF PUBLICITY MATERIALS AND VENUTI'S FOREIGNIZATION

A. C-E Translation of Publicity Materials

This part is an introduction of the C-E translation of publicity materials, including their definition, classification, features and significance.

1. Definition

With the globalization across the world, it is quite essential for China to be well known to outside. In order to reach the goal, publicity materials need to shoulder this responsibility to introduce China faithfully to the world at all levels for the purpose of attracting foreign tourists and investors or finding opportunities on the international stages. But firstly, figuring out the definition of "duiwai xuanchuan" becomes indispensable.

Lin Wusun (1992) suggests that we could use "foreign propaganda", "foreign publicity", "overseas information", "international communication" to express the meaning of "duiwai xuanchuan". In *A Dictionary of Chinese-English Press Neologisms with English Translation* (Zhang Jian, 2001, p.108), "duiwai xuanchuan" is translated as "overseas publicity", "international communication", "China's communication with the outside world", "publicizing China overseas". Later, "publicity materials" is used to indicate "duiwai xuanchuan ziliao".

According to Chen Min (2007),

"C-E translation of publicity materials refers to translating various kinds of Chinese publicity materials into English language. The aim of which is to publicize the related information to foreign countries through the medium of books, editorials, newspapers, broadcasts, radios, TV programs, internets, international conferences, etc." (p. 13)

2. Features

Because of having strong intension in many areas, the translation of publicity materials enjoys some striking features, including social influence, political purpose and culture.

First, it will bring social influence in both at home and abroad. When there are some new things happened or new expressions created in a certain country, they need to be understood by other countries in order to achieve the goal of communicating with each other. Take tourism as an example. If the translation of 西湖 is vivid, foreigners will be attracted and then pay a visit to the tourist site to have a taste of its beauty. For China, it improves the development of tourism. And for foreign countries, it lets them know more about China. Therefore, the translation of publicity materials has a strong social influence.

Second, it has political purpose and serves for government or some official institutions. When government carries out some new and important policies, it is quite essential to translate them for the purpose of telling foreign countries what policy China has. This will do great help in spreading the political standpoint. "三个代表" is proposed by former President Jiang Zeming, used to describe that China always puts productivity, culture and people's interests into the first priority, therefore letting foreigners know this area is a necessity. And then it is translated into "three representatives" to highlight what the basic representatives of China do have.

Third, due to publicity materials covering a wide scope of areas, like tourism, environment, etc., which contains large amount of one nation's culture, therefore the translation of publicity materials exerts a profound influence. In order to keep a countries' culture to promote its deep meaning, translation is indispensable. For example, when introducing "希望工程" to foreigners, it is important to let them understand this is a project which helps people who are in some weak situation and need help. The phrase "希望工程" contains the love and care from Chinese people, therefore, the translation "The Hope Project" can vividly show the help given to the weak people and guide them to the sunshine and hope.

B. Venuti's Foreignization

1. Definition

For the purpose of demystifying the transparency, making the translator more visible, and resisting the cultural hegemony brought by fluent translator, Venuti advocates the theory of foreignization.

Lawrence Venuti, Italy-born American translation theorist and scholar, challenged the dominant domesticating translation and aroused people's attention to the theory of foreignization. In an 1813 lecture on the different methods of translation, Schleiermacher argued that "there are only two. Either the translator leaves the author in peace, as much as possible, and moves the reader towards him; or he leaves the reader in peace, as much as possible, and moves the author towards him" (Venuti, 1995, p.19) According to Venuti, letting the reader move towards the original text and the author is foreignization.

According to him, foreignization is

"an ethnodeviant pressure on those (cultural) values to register the linguistic and cultural difference of the foreign text, sending the reader abroad. Foreignization means that a target text is produced which deliberately breaks target conventions by retaining something of the foreignness of the original."

In summary, foreignization advocated by Venuti and his followers is a non-fluent or estranging translation style designed to make visible the presence of the translator by highlighting the foreign identity of the ST and protecting it from the ideological dominance of the target culture (Jeremy, 2001)

2. Advantages

There are many scholars summarizing the advantages of foreignization and Guo Jianzhong is one of them. In his book *Culture and Translation,* he insists the theory of foreignization and points out the advantages of foreignization: 1. it is necessary for the readers to learn about the culture of others countries, and this is also the reason why the readers choose to read translated versions; 2. when translating, translators should do their best to reserve the source-language culture, because they should believe the readers have enough imagination and wisdom to understand the dissimilarities in other countries' culture; 3. transplanting the source-language culture into the target-language culture can enrich the target-language culture and the means of expression; 4. translation is a good method of promoting cultural communication,   therefore foreignization is a better choice; 5. if the translated versions can't convey the source-language culture, this translation is not "faithful". (Guo Jianzhong, 2000)

3. Main Ideas

Venuti also names foreignization strategy as **"resistance"**. It not only means to avoid the fluency of the translated version, but also challenges the target-language culture. A translation should be a map which can tell the foreigners where the fresh things emerge and therefore give them a glimpse of the culture. The dissimilarities between ST and TT should be preserved instead of erasing.

According to Venuti, translation is a process that should contain the **dissimilarities** between ST and TT. Therefore,

the translator should never remove these dissimilarities completely. "Foreignizing translation signifies the difference of the foreign text，yet only by disrupting the cultural codes that prevail in the target language." (Venuti, 1995, p.20)

The main characteristic of Venuti's foreignization strategy is **to stress the foreignness of the foreign text,** because it can help the target readers to get a better understanding of the foreign culture and to realize the differences between two countries. Therefore, advocating the local culture which indicated by Venuti's foreignization is a good method to bring a new experience for the target reader.

From Venuti's books--- *Translator's Invisibility: A History of Translation, Rethinking of Translation: Discourse, Subjectivity, Ideology, The Scandal of Translation,* it is quite easy to see that Venuti places culture in a high status in the process of translating. In order to draw foreigners' attention to new environment and new culture, the attitude of "resistance" has become a must. Learning more about other countries' culture rather than eliminating other culture is what Venuti advocates to **"form the cultural identity"**, just as what Venuti states "the formation of a national culture by refining its language through foreignizing translations" (Venuti, 2004, p.102)

C. C-E Translation of Publicity Materials and Venuti's Foreignization

From 3.1, C-E translation aims to give foreigners a map of a foreign country and let them get more information about other culture to make the target readers learn more about China. And in 3.2, it shows that the main ideas of Venuti's foreignization are advocating the source-language culture in the process of translating and lifting the status of translator. Therefore, it is not hard to figure out that there is a link between C-E translation of publicity materials and Venuti's foreignization---by using the method of Venuti's foreignization, the C-E translation of publicity materials can reach the goal of introducing the local culture to the world. Some examples are listed as follows.

E.g. 1 广州菜 "**龙虎斗**" 味道好极了

The Guangzhou dish "**A Dragon Fighting Against A Tige**r" (a snake cooked with a cat) is marvelous to the taste.

In this example，the translation seems quite fresh to westerners and at the same time it reflects the ideas of Venuti's foreignization "*signifies the difference of the foreign text*" (Venuti 1995:20) by translating "龙虎斗"into "A Dragon Fighting Against A Tiger". This translation can faithfully reproduce the colorful food culture of China and arouse foreigners' interests into this issue, then "*form the cultural identity*" (Venuti, 1995, p.20). What's more, from the translation, foreigners can know the culture image of dragon and tiger and have a vivid imagination of the taste: that it must be as exciting as the name of the dish.

E.g.2 溪口**千层饼**采用传统工艺，制作精良，质地松脆，清香可口。

Xikou **Thousand-sheeted cake** is homemade, using natural foods and traditional procedures. The cake tastes good, smells good and is crisp.

Here, "千层饼" is translated into "Thousand-sheeted cake". In fact, thousand-sheeted cake doesn't mean a cake with one thousand sheets. However, based on Venuti's foreignization "*sending the reader abroad*" (Venuti, 1995, p.20), this is a good way to directly arouse foreigner's curiosity and imagination. Besides, at the same time, it preserves the culture meaning of numbers in Chinese language. In this way, once foreigners hear the name of the distinctive cake and taste it, they may have a deep impression of Nikou Thousand-sheeted cake. This is a good approach to spreading Chinese culture.

From the two examples above, the application of foreignization strategy can be totally reflected in the translation text for the purpose of advocating local culture in translation.

In the next part, the paper takes a specific publicity material *An Overview of the World Exposition Shanghai China 2010* as an example to see the importance of the concept of Venuti's foreignization.

IV. A CASE STUDY OF *AN OVERVIEW OF THE WORLD EXPOSITION SHANGHAI CHINA 2010* BASED ON VENUTI'S FOREIGNIZATION

A. An Overview of the World Exposition Shanghai China 2010

When asking people what events happened in 2010 leave a deep impression, Expo Shanghai China 2010 must be one of them. It is a worldwide event which forms a platform for the whole world to communicate with each other.

The book *An Overview of the World Exposition Shanghai China 2010* systematically introduces the basic information of this world exposition in order to promote Chinese culture as much as possible. It covers emblem, mascot, site planning, display, etc. And 2010 exposition is hosted in Shanghai, China, therefore, the typical Chinese culture can be easily found in this book published by Oriental Press.

To some extent, China is more outstanding than before in the international stage. *An Overview of the World Exposition Shanghai China 2010* is the first book to describe the basic information about Expo Shanghai China 2010. In this book, there are many Chinese cultural elements which can represent the features of China. As a result, the quality of its translation influences the image of China. Whether the culture can be reserved well in the translation should be studied. This is the reason the paper chooses it as a case study to research. And in the next case study, the study will go to details.

B. Culture and Venuti's Foreignization

In the book of *Multicultural Education* (1989), Banks, J.A. & McGee, C.A define culture as:

> *"The essence of a culture is not its artifacts, tools, or other tangible cultural elements but how the members of the group interpret, use, and perceive them. It is the values, symbols, interpretations, and perspectives that distinguish one people from another in modernized societies; it is not material objects and other tangible aspects of human societies. People within a culture usually interpret the meaning of symbols, artifacts, and behaviors in the same or in similar ways."* (p.26)

Therefore, culture is quite essential to establish a national identity in the society. It is not only a means of communication between people, but also represents a strong feeling of belonging among people in the society. Furthermore, based on this definition, English Anthropologist Edward B Taylor says that culture is that complex whole which includes tangible (clothes, food, construction, etc.) and intangible (knowledge, belief, custom, etc.) which are acquired by man as a member of society.

From the perspective of Venuti (2004), the purpose of foreignization is to "*to register the linguistic and cultural difference of the foreign text, sending the reader abroad*", and then to "*retain something of the foreignness of the original*", finally to "*form cultural identity*". (p.48)

From the above, when translating *An Overview of the World Exposition Shanghai China 2010,* applying Venuti's foreignization to conducting this material is a good method to reserve Chinese culture and to form Chinese cultural identity as much as possible. In order to illustrate this idea, this part mainly analyzes the reflection of Venuti's foreignization from the angle of culture in *An Overview of the World Exposition Shanghai China 2010.*

C. Case Study

Just as stated in Part Three, when translating publicity materials, Venuti's foreignization strategy is a good approach to stand out culture to make foreigners be familiar with Chinese culture. Venuti says "translation wields enormous power in the construction of national identities for foreign cultures, and hence it potentially figures in ethnic discrimination, geopolitical confrontations, colonialism, terrorism, war" (Venuti, 1995, p.19) In order to spread the Chinese culture, when translating the publicity materials, the Chinese culture and elements should be conveyed. Guo Jianzhong (2000) believed that the foreignization translation theory held by Lawrence Venuti was progressive and future-oriented with "the development of international communications on an equal footing". Only letting the source text and the target text be the same status can the readers accept the foreignness of other culture. In this regard, introducing a country's culture by translating publicity materials becomes significant.

Based on Venuti's this idea, some examples are listed as follows.

1. The Culture Meaning of Chinese Character

E.g. 1 上海世博会吉祥物的名字叫 **"海宝"，意即 "四海之宝"**。 "海宝"的形象则以汉子的**"人"**作为核心创意，既反映了中国文化的特色，又呼应了上海世博会会徽的设计理念。(《中国 2010 年上海世博会概览》, 2008, p.28）

Expo 2010's mascot is named **HAIBAO (literally "sea treasure"),** meaning Treasure of the World. In the shape of Chinese character "人" （**meaning "human"**）, the mascot conveys the feature of Chinese culture and coordinates well with Expo 2010's emblem.(*An Overview of the World Exposition Shanghai China 2010,* 2009, p.28)

This paragraph is an introduction of the mascot for Expo 2010 Shanghai China. In Chinese, "海宝" refers to the treasure in the whole world. Translating "海宝" into "HAIBAO" is a good example to reflect Venuti's foreignization. Translator don't translate "海宝" into "sea treasure" directly, but put "HAIBAO" in front of "sea treasure"---meaning the exposition is a worldwide event and everyone view it as a treasure. Because the word "海宝" enjoys the deep meaning in Chinese, it has to be delivered to the world. Therefore, using "HAIBAO" to translate "海宝" is a good way to reach balance---to *"form national identity of culture",* because it is clear at a glance and easy for foreigners to remember this Chinese typical name, so as to trigger their desire to learn more information about Chinese character. What's more, it can further enrich the target-language culture.

In addition, the inspiration of the mascot is the Chinese character "人". It shows the culture of Chinese character---hieroglyph. Many Chinese characters are based on their shape and such characters are hieroglyph. The written form of the character "人", one stroke to the left and another to the right, means the mutual support between people. Therefore, even if it looks simple, it enjoys a rich cultural meaning---China is a country putting "人" in the first priority. Instead of translating "人" into "human" directly, the translators choose to put the Chinese character "人" into the English text and then give explanation "meaning 'human' "after the Chinese character "人". No matter from the pronunciation and the shape of the character "人",   the word can completely reflect the concept of the design and tell foreigners clearly that "人" is the body of society. This is an attractive method to stimulate foreigners' interest to know

more about the culture of Chinese character. However, if put the picture of "海宝"   beside the translation, it must be more vivid and be easier for foreigners to understand.

E.g.2 会徽形似汉字**"世"**，并与数字"2010"巧妙组合，相得益彰，表达了中国人民举办一届属于世界的、多元文化融合的博览盛会的强烈愿望。(《中国 2010 年上海世博会概览》，2008, p.24)

Inspired by the shape of the Chinese character **"世" (meaning "the world")**, the design is cleverly combined with the number 2010 and conveys the Organizer's strong wish to host an Expo which is of global scale and which showcases the blending of diversified cultures. (*An Overview of the World Exposition Shanghai China 2010,* 2009, p.24)

This paragraph introduces the emblem of Expo Shanghai China 2010. Here, the translators don't translate the word "世" into "the world" directly, but bring the harmonious notion of the world by means of introducing the Chinese character "世"--- the hieroglyph. It consists of three parallel verticals (meaning you, I and he/she), and a transverse line (meaning the three persons are connected). The shape of "世" throwing arms around each other, it symbolizes a big family of human in peace, happiness and harmony so as to deliver the concept of understanding, communication, union and cooperation. China is uprising, therefore letting Chinese characters face to the world is a good approach to help foreigners have a better understanding of Chinese characters from the angle of their shape vividly. And keeping Chinese character in the translation to make sure to tell foreigner the typical culture is quite necessary. But if add a picture of

"世"   near the translation, the visual feeling would be much stronger.

2. The Culture Meaning of Chinese Construction

E.g. 屋顶模仿**石库门 "老虎窗"** 正面开、背面斜坡的特点，做到形神兼备。(《中国 2010s 上海世博会概览》2008, p.51）

The roof is a vivid imitation of **Shumen's Roof Window:** open front and sloping back. (*An Overview of the World Exposition Shanghai China 2010,* 2009, p.51)

This sentence is used to introduce the concept of Pudong theme pavilions. China is a country enjoying a long history, therefore some special construction can reflect people's living type. "石库门" is a kind of typical dwelling house in Shanghai. When it comes to "石库门"，many Shanghai people have the resonance. As we know, Shanghai is a place integrating Chinese and Western features. During the Taiping Heavenly Kingdom (1851-1864), many western businessmen came to Shanghai to seek for opportunities. They realized building construction was a good choice. And then at that time, there were a lot of western style construction appeared. Later in 1920s, Chinese people did some improvement based on the western style construction and "石库门" is one of them. It is a construction built by stone and thick wood. The origin of the name "石库门" is because of using stone as the doorframe and thick wood as the door leaf. Besides, each residence is connected and arranged in straight alleys, with the entrance wrapped by a stylistic stone arch. If following the theory of domestication, "石库门" should be translated into "stone-framed doorways". However, here, translators translate it as "Shumen". Because of its regional culture, the translation of such typical traditional construction should reflect its regional features. And now this kind of construction can be found in some old places in Shanghai. This translation can fulfill "the translator leaves the author in peace, as much as possible, and moves the reader towards him" (Venuti 1995:19). In addition, in order to stand out this typical meaning, there is a kind of wine which is named after "石库门" in Shanghai, too. From this, it is not hard to figure out "石库门" is an embodiment of a group of Shanghainese, so the meaning of "石库门" should be conveyed to foreigners.

However, in this sentence, the translators ignore the translation of **"老虎窗"** and choose to translate it into "Roof Window". After Shanghai opened as a treaty port, many English regarded Shanghai as a good living environment, and successive waves of English lived in Shanghai. They also brought the Europe-style construction. Because Europe is always snowy, they create the roof into the shape of triangle to get lighter and air from nature. And due to the similar pronunciation between "roof" and "老虎", pidgin English call it "老虎". And after 1920s, in order to make roof higher to get lighter and air, Chinese added a loft between the second floor and the roof. And then Shanghainese named it as "老虎窗". When speaking of "老虎窗", Shanghainese will feel quite cordial. And because 2010 World Expo is hosted in Shanghai, there are many cultural elements in Shanghai. From the above explanation, it is really necessary to introduce the concept of "老虎窗" to foreigners. Building up the special kind of Chinese construction into their mind is what Venuti calls for *"signifies the difference of the foreign text".* As a result, from my point of view, in order to stand out the difference, trigger foreigners' curiosity and further spread it to the world, translating "老虎窗" into "Lao Hu Window (Roof Window)" is much proper.

3. The Culture Meaning of Chinese Color

E.g.1 **蓝色**：充满包容性、想象力、象征充满发展希望和潜力的中国。(《中国 2010 年上海世博会概览》，2008,前言）

Blue: encompassing, imaginative, symbolizing China that is full of hope and potential. (*An Overview of the World Exposition Shanghai China 2010,* 2009, preface)

This sentence is used to describe the color of the mascot for Expo 2010 Shanghai China. The book *A New Concise Course on Linguistics for Students of English* (Dai Weidong, 2003, p. 135) says that "in English 'Blue' suggests sentimental or unhappy feelings as in "he is in a blue mood". Besides, when expressing "青一块紫一块", foreigners use "black and blue", so it has negative meaning in the western culture. However, in China it has a quite different meaning. From the sentence, it is obvious that blue represents "hope and potential" and it can bring good wishes to people's inner heart. Therefore, when depicting China, blue can be used to display her energy and development. Here, the translators translate it directly into blue and don't use another corresponding world in the western culture to replace, because it is clear China should also spread the culture meaning of color to the world, and let foreigners know more about the connotation of the color in China.

E.g.2

（《中国 2010 年上海世博会概览》，2008, p.49）

(*An Overview of the World Exposition Shanghai China 2010,* 2009, p.49)

The two pictures above are used to show the specific position of "中国馆". Not just the words can express the translators' will to preserve Chinese culture, the pictures also can do so. From the perspective of Chinese traditional culture, color has the feeling of mystery and the abundant connotation. Red is a color which Chinese think it contains good meaning and represents happiness and luck, like "红娘", "大红灯笼". However, westerners are quite different. They relate the color red to blood and danger, like get out the red (不再亏空). Take a look at the two pictures above, in the Chinese version, the bottom color of "中国馆" is red, and in English version, the bottom color of "China Pavilion" is still red. When translating the part of "中国馆", the translators don't change the bottom color of red so as to "*stress the foreignness of the foreign text*" and "*contain dissimilarities*". This example aims to let foreigners know about the culture meaning of Chinese color and then receive the dissimilarities between countries.

4. The Culture Meaning of Chinese idioms

E.g.1 "自强不息"、"厚德载物"出自《**周易**》。（《中国 2010 上海世博会概览》，2008, p.67）

　　　"Self-discipline" and "social commitment" are taken from the Chinese classic, ***Book of Changes.*** (*An Overview of the World Exposition Shanghai China 2010,* 2009, p.67)

This is an introduction of China Pavilion. The classic book "周易" boasts a long history. Many ancient Chinese people used this book to do future-telling, fortune-telling and other predictions. No matter whether it is correct or not, it is a tool which represents the culture of ancient Chinese people. And the idioms "自强不息"、"厚德载物"are taken from this book, which express broad mind to deal with the relationship between human and human, between human and nature, between human and society. And Tsinghua University also applies the idioms to be its school motto. As a kind of virtue, it is used to describe the high moral status. "自强不息" is to strive to be stronger, and "厚德载物" is to make

social commitment. The English version completely expresses the meaning of Chinese traditional idioms. And the form of the two English translated words "Self-discipline" and "social commitment" is made up of two English words respectively, just like Chinese idiom consisting of four Chinese characters. It is so great to put the English form in accordance with the Chinese idioms form. But if the translation can add the explanation of the classic book《周易》, that will be much better and be easily to be understood by foreigners.

E.g.2 上海世博会探索信息化时代的展示方式，充分利用和借助互联网的独特优势，在举办实体世博会的同时，开创性地推出了网上中国 2010 年上海世博会，让全球各地的网友通过国际互联网，足不出户就能跨越**千山万水**，畅游上海世博会。(《中国 2010 上海世博会概览》，2008, p.114)

Expo 2010 explores ways of display in the information age, making full use of the unique advantage of the Internet. In addition to the real Expo, an online exposition will be launched for the first time so that netizens **from all over the world** could tour Expo 2010 on the Internet. (*An Overview of the World Exposition Shanghai China 2010,* 2009, p.116)

This paragraph is used to describe World Exposition Shanghai China 2010 Online. The Chinese idiom "千山万水" refers to a long and arduous journey filled with numerous difficulties and danger. Here, the Chinese version uses the idiom to show that netizens is unnecessary to go such a long journey and only by surfing Internet they can also appreciate the online exposition. However, in the translated version, "千山万水" is translated into "from all over the world". This translation doesn't stand out the connotation meaning of the Chinese idiom "千山万水". In order to deliver this meaning of "千山万水", translators should be faithful in bringing Chinese culture to foreigners. Guo Jianzhong (2000) says "if the translated versions can't convey the source-language culture, this translation is not 'faithful'" (p.274). And translators should believe "the readers have enough imagination and wisdom to understand the dissimilarities in other countries' culture". All these ideas are based on Venuti's foreignization. Therefore, translating "千山万水" into "A Thousand Miles" will be more vivid to spread the meaning of the Chinese idiom.

V. CONCLUSION

A. Major Findings

Based on the study on the public material *An Overview of the World Exposition Shanghai China 2010* by using the theory of Venuti's foreignization, two major findings are produced as follows:

1. Major finding 1

Because of covering a wide scope of Chinese culture, the C-E translation of publicity material-- *An Overview of the World Exposition Shanghai China 2010* can reflect the ideas of Venuti's foreignization.

The purpose of the publicity materials is to introduce China to the whole world. In order to reach the goal, when translating such materials, translators must reserve the Chinese elements which can be understood and accepted by the target readers. Here, *An Overview of the World Exposition Shanghai China 2010* contains numerous information about Chinese local culture which should be kept. Venuti's foreignization emphasizes the importance of reservation of source-language culture. As a result, there are a lot of sentences and paragraphs from different angles in the translation text reflecting the ideas of Venuti's foreignization.

2. Major finding 2

After reading some books written by Venuti, his ideas can be extracted into one main idea: standing out source-language culture based on the concept of Venuti's foreignization.

This paper analyzes it from four different points of view: the culture meaning of Chinese character, the culture meaning of Chinese construction, the culture meaning of Chinese color and the culture meaning of Chinese idioms respectively. In terms of the four directions, China is a country putting stress on national culture, Venuti's foreignization (the combination of source-language culture and translation text) can be completely embodied.

B. Restatement

Through the study of the publicity material *An Overview of the World Exposition Shanghai China 2010* in details, this paper proves that the publicity material *An Overview of the World Exposition Shanghai China 2010* embodies the major ideas of Venuti's foreignization: standing out source-language culture based on the concept of Venuti's foreignization.

C. Pedagogical Implications

Analyzing the C-E translation of publicity materials has been a popular approach to teaching and learning the translation methods, but seldom do scholars use the theory of Venuti's foreignization to analyze publicity materials. This paper, by demonstrating the application of Venuti's foreignization to analyzing a publicity material, aims to provide a brand-new theory and approach for publicity analysis and for teaching and learning translation method.

D. Limitations of the Study and Suggestions for Further Study

Although the research was conducted by analyzing a publicity material from the perspective of Venuti's foreignization, there are still some limitations.

The first limitation of the research study lies in the limited source for the demonstration: only one publicity material

is analyzed. It is suggested that in the future study more publicity materials should be analyzed by using Venuti's foreignization.

The second limitation is that the translation text is from C-E. it is suggested that publicity materials from E-C should be also analyzed by using Venuti's foreignization.

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Ceridwen Dovey's *Only the Animals* and the Politics of Re-interventions on Anthropocentrism

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Abstract—This article ascertains how Ceridwen Dovey's *Only the Animals* (2014) aligns with interdisciplinary studies which critique anthropocentric binaries of human-nonhuman relationships. Drawing on a critical analysis of the selected stories of the book, this article attempts a broader study of Dovey's book. Dovey's ten stories are, as the article argues, a radical re-narrativisation against human-nonhuman binaries lying in the creative-cultural human world. It also sees the book as a subversive interrogation of human superiority. The ten animals of this book, then, are not mere metaphoric or symbolic embodiments of human sufferings, rather they represent an autonomous world of beings. These beings, as Dovey projects, challenge the human world's cultural and creative ways of using and subjugating nonhuman beings to consolidate a human-centric world system. This article hinges on this aspect of the assertive nonhuman identity vis-à-vis the human identity, in particular, and then theoretically underpins Dovey's book's significance through some ecocritical and post-human lenses.

Index Terms—human-nonhuman binaries, re-narrativisation of human-nonhuman relationship, ecocriticism and post-humanism

I. INTRODUCTION

A repertoire of ten animal-centered stories, *Only the Animals*, is a revisionary work of Ceridwen Dovey. This animal-centric fiction revolves around souls of ten deceased animals who got killed in ten wars of human civilisation. It alludes to ten authors writing on the "animal question" (Derrida, cited in Dönmez, 2016, pp.105-15). Epiphanic and provocative, the stories deal with ten human wars spanning from 1892 to 2006, e.g., from frontier battles of Australia to Israel-Hezbullah war, and revisits human form of narratives on nonhuman beings. It also correspondingly debunks the Renaissance-Enlightenment formation of human beings as a subjective, sovereign and self-sustained being or center of the world. Vastly allusive, each story also attaches a critical tribute to writers, e.g., among others George Orwell, Franz Kafka, and Tom Stoppard, who have written on animal subject-matters, and defamiliarizes our human gaze on animals or nonhuman being towards a subversive animal gaze. Interestingly, Dovey, through her ten animal psyches, pokes some ironies on how even literature without nonhuman or animal presence would be an incomplete cultural production. Her exploitation of animal perspectives and invocation of the writers, who have used animal imageries to pen some prominent pieces of literature, delineate how human world has objectified and depended on nonhuman world.

The book relates ten stories of ten animals, with distinct animal voices, and begins with the dates ten animals died in different human wars around the world. All these haunting but intellectualising animal memoirs subvert previous socio-ethico-cultural-literary attempts to empathise "occluded histories and perspectives" (Langdon 2016) and issue some posthuman critiques of the universalised human superiority ideals, as they are propounded by Kantian-Hegelian the "the human/the subject" nexus (Wolfe, cited in Moore, 2014, p.17-35). Dovey vehemently questions this us-other binary practiced against animals and calls for a radical revision to this continued indulgence of deanimalisation through a narrative of "more complex and rational subject formed by embodiment, affectivity, empathy and desire as core qualities" (Braidotti, cited in Dönmez, 2016, p.108). Self-reflexive, as postmodern fictions are, these stories do not push us to believe that they metaphorically, or symbolically, or allegorically stand for the downtrodden humans. This is the way animals have been exploited, appropriated and debased by the cultural practices: they have been presented to represent human, but not the vice versa. These stories, however, tease human insensitivity to animals. Dovey has accomplished in her animal narratives which are supremely eco-ethical and posthuman. This paper resonates with Dovey's eco-political stance that espouses the idea that nonhumans should be reconsidered and be heard with creative-critical sensitivity and understanding.

This paper elucidates how Ceridwen Dovey's *Only the Animals* (2014) can be critically applied to critique creative and practical human treatments of the nonhuman beings. It discusses human-nonhuman boundaries existing in our creative-cultural continuum and endeavours to establish how Dovey's animal narratives reflect a through-going posthuman, ecocritical and animal studies perspective. In doing so, this paper hinges on selected underpinnings of posthumanism, ecocriticism, animal studies and postmodernism. This paper does not scan the book allegorically or symbolically and proposes no fixed interpretation, rather explores Dovey's strengths of animal narratives with cross-disciplinary references to posthumanism, postmodernism, ecocriticism and animal studies.

II. LITERATURE REVIEW

Though there are some critical studies on Dovey's *Only the Animals*, there lies a spotlight on Dovey's experimental story-telling and narrativisations of animal perspectives. They have stressed on the radical newness in the narrative style of her stories. As Ivan Callus (2014, p.119) examines, experimental stories represent "the new", that "then, is newly possible". Callus further notes that "the really new might be upon us, around the corner, about to happen, fresh and bright for the encounter, coming smartly and soon to a 'page' near you." David Herman (2012, pp. 93-119) thinks that "this approach to animal autobiography forms part of the larger project of developing a narratology beyond human". He further maintains that "possibilities of animal autobiography, and into how this narrative mode bears on author-principal relationships both across and within the species boundary." (Herman, 2016, p.17) S. Kirk Walsh (2015) dealing with some stories of this collection, e.g., "The Bones", "Psittacophile" and so on celebrates the strengths of Dovey's "ability to create distinctive first-person voices for the animals of her menagerie – voices that are at once human, playful and sad". Leigh Dale acclaims this book as an "intellectualized writing" having profound "attractions", "theorizing" and "reflection" along with a "conjunction of death, animality and the problem of telling stories." (Dale, 2014, pp. 36&40). He, however, critiques Dovey pinpointing her extreme insistence on 'form' with no care given to 'the ending' and suspects if her animal-ethics will truly "focus our attention to animal death". (2014b) All these studies deal with Dovey's subversive re-narrativization of animal subjectivity but have sidestepped the far-ranging capacities and theoretically stimulating articulations, i.e., posthumanist and ecocritical and animal studies implications of the book.

This paper undertakes both textual and theoretical investigations to make a bridge between *Only the Animals* and ecocriticism and posthumanism. To do so, it critically refers to some stories of this text which are "The Bones", "A Letter to Sylvia Plath" and "Psittacophile", "Red Peter's Little Lady" and "Hundstage". These stories centre on the souls of a camel, a dolphin, a parrot, a chimpanzee and a dog respectively. The camel died in 1892 in the frontier war of Australia, the dolphin in 2003 in the USA invasion in Iraq, the parrot in 2006 in the Israel-Hezbollah war, the chimpanzee in the Nazi war in Germany and a dog in the First World War. The close reading of these stories delineates how animal perspectives on violence and vulnerability, which is constantly unleashed on non-human world by the human world, remain unexplored in our creative-critical world. This angle of the text connotes ecocritical and post-humanist theories reflected in this text.

III. ECOCRITICISM DEFINED AS IT RELATES TO LITERARY STUDIES

Ecocriticism is an inter-disciplinary study, given that it has its alignments with literature, philosophy, science, geography, politics and global economics. But in this paper I will concentrate, in particular, on how ecocriticism is a very political and subversive study of nature, as it fundamentally relates to literature, or literary culture at length. This paper explores the theo-critical affiliations that ecocritical study of literature emanates. This angle of discussions hinge on ecocriticism, which issues a radical questioning of human-nature relationships and human practical and creative control of nature. Ecocritical literature challenges and subverts the cultural-creative ways through which nature-human binaries are formulated for the sake of exerting and continuing human supremacy and dominance over the natural world.

So, ecocriticism is, if seen in this light, a subversive revisit, re-intervention and redefinition of nature-human relationship, their influence and dependency and, most importantly, their potentials to harm and help each other. As Richard Kerridge defines ecocriticism as an "environmental ideas and representations" occurring in literature or any other creative-cultural domains and embraces evict a debate and a praxis against cumulative "environmental crisis." (1998, p.5) So what it transpires from here is that it is not a passive cultural criticism and not limited to environment and geography only, rather it is a political praxis which inclusively deals with every cultural space where environment or nonhuman world is treated from broad theoretical and philosophical stances.

Lawrence Buell (2001, p.20) maintains almost that ecocriticism studies of the literature- environment interface and upholds a definitive "commitment to environmentalist praxis." Cheryll Glotfelty's views it as the scholarship the "relationship between literature and the physical environment" that involves a wider politics of activism. Like some other political theories pertaining to literature, for example among other ones feminism, Marxism and postcolonialism, ecocriticism takes a political or "earth-centred approach to literary studies." (1996, p.xix) Simon Estok (2011, pp.16-17) offers almost an identical conception of ecocriticism: it is not limited to theorise nature-literature relationships. For him, ecocriticism is a political praxis that aims to "effect change by analyzing the function – thematic, artistic, social, historical, ideological, theoretical, or otherwise–of the natural environment, or aspects of it" represented in literary or cultural discourses that urges to act responsibly for the natural environment. He has coined the term "ecophobia" to indicate the practice of "imagining badness in nature and marketing that imagination" through hateful cultural and creative recognitions of nature. For instance, it has been an oft-seen representation for nature is that it is "an angered mother" which has been shaped predominantly by creative-cultural representations of nature, for instance in Shakespearean plays, and by the prototyped Western colonial discoverers. (Estok, 2011, pp.1-16) Eventually dominance and subjugation of nature have been made possible by industrial revolution and imperialism.

Controls on nature in the name of winning ecophobia result in commercialization and commodification through nature. So, an ecocritical text interrogates all fallacious creative-cultural representations of nature and nonhuman beings

out of which nature and nonhuman beings have been debased and destroyed for the progress of the human world. To Greg Garrard, ecocriticism "green moral and political agenda" (2004, p.3) that subversively pinpoints the ways ecological afflictions have been perpetrated by human world for economic pursuits and raises the political pronouncements on eco-consciousness and eco-justice. Ecocritical texts unearth different socio-economico-political phenomena and their impacts on global nonhuman world. Industrial Revolution, colonialism, different destructive wars and capitalism have paved the ways for Western marketisation or commodification of nature: nature has turned out to be an objective machine or resource centre which would be controlled to get maximum services for multiple Capitalist purposes. So to put in an inclusive term, ecocriticism is a political praxis to fight all ecological humiliations and to call for an eco-politics in the face of human practices of controlling and commodifying nature.

IV. Post-humanism as It Is Pertinent to Ecocritical Study of Literature

Posthumanism co-relates ecocriticism in terms of its non-anthropocentric challenges to human-nonhuman divides and human superiority determined by this divides or binaries. It investigates how human beings have been philosophically backed up by Renaissance-enlightenment ideals, leading them to wield an all-encompassing dominance on the nonhuman world. Although the nonhuman world is altogether independent of the human world, it is rendered vulnerable and controlled only for the sake of yielding economic and political profits from it. Developed strongly around the 1990s, posthumanism dismantles all cultural and civilising logic and discursive tricks out of which human superiority has been cemented and subjection of natural or nonhuman world has been validated. It dismisses all misconceptions brought against it, for example, its radical critique of human shortcomings, exploitive attitudes toward nonhuman world, and its alleged misanthropy or theoretical anti-human stances.

Carry Wolfe's studies on posthumanism fits quite pertinently here in confronting these debates. According to Wolfe, posthumanism urges human world to intervene on its "taken-for-granted" status of "Homo sapiens", by "recontextualizing" the abstract designation of supremacy "in terms of the entire sensorium of other living beings" who are responsible for the "evolutionary" process birth of entire humankind (Wolfe, 2009, p. xxv). She also argues how human normative and ideological biases of superiority formation and nonhuman suppressions have gone unchallenged in the previous creative-critical humanist traditions. Citing Carry Wolfe, Smart and Smart (2017, p.4) posits: "The humanist attitude relies on the humanity–animality dichotomy, defining each in terms of the other. Becoming human is thought to be "achieved by escaping or repressing not just [our] animal origins in nature, the biological, and the evolutionary, but more generally by transcending the bonds of materiality and embodiment altogether". It not only questions humanist ideal of the humans, but debunks the humanist fallacy that "the proper study of mankind is man" (Thoreau, 1962). Likewise, it casts a doubt that human existence in all sense is a mere incompleteness without nonhuman beings.

V. Discussion and Analysis

A. Ecocritical and Animal Studies Perspectives in Only the Animals

The foundations of our civilisation lie deeply in a dependence and domination on our natural or nonhuman world. The nonhuman beings served our total sustenance but they did not need to depend on our human world. Even so, human world never ceased to control and abuse the nonhuman world, they rather moved ruthless on the nonhuman beings in the way to produce and reproduce their practical powers through domistication, destruction, and consumption of nonhuman beings. As Jared Diamond (1997, p.125) traces back this history of human control on nonhuman world:

> "… plant and animal domestication meant much more food and hence much denser human populations. ... Hence the availability of domestic plants and animals ultimately explains why empires, literacy, and steel weapons developed earliest in Eurasia and later, or not at all, on other continents. The military uses of horses and camels, and the killing power of animal-derived germs, complete the list of major links between food production and conquest."

Human beings have not only ensured their sustenance and development out of the non-humans, but inflicted constant violence and destruction upon their habitats and lives. Animals and the larger nonhuman beings have been utilised for human development. On the other hand, human development has always included the advancement and advantage of the human beings. It has never entailed the vision of welfare of the nonhuman beings.

A social anthropologist, Dovey showcases her cross-disciplinary take-on of a unique literary form lending a metafictional and intertextual feel to each story which pivots around a thought-striking animal-questioning on the meanings of humanity, rationality, autonomy and linguistic ability inculcating "a relocation of human-nonhuman bounderies" (Nayar, cited in Dönmez 2016, p.114). Tongue-in-cheek but tragic, "A Letter to Sylvia Plath", an epistolary story, sketches a dolphin with her letter to Sylvia Plath, frequently alluding to Plath's husband Ted Hughes's animal poems. In a passionate vein, she shares her agonies " –I don't think you will mind Ms Plath – you understood the cathartic uses of a good cleansing female rage." Epiphanic, she continues, "But I must tell you how I lived, and how I died, in order to keep my place in this modern menagerie of animal souls." (Dovey 2014) This is elegiac and gruesome to discover the magnitude of a dolphin's life crises.

We encounter all these phenomena in *Only the Animals*. As in the first story "The Bones", the camel poignantly recollects: "I too have ghosts in my past, I wanted to tell Henry Lawson. The ghosts of the other camels who were shipped with me from our birthplace on the island of Tenerife, sold along with our handlers-who had come from somewhere else far away – to an English man on his way to Australia." (Dovey, 2014) The existential dislocation of the animals is represented here by a camel. It continues the terrible atrocities wrought upon it by the frontier battle of Australia: "But I do exist, I thought. I may have oval red blood cells, three stomach compartments, and urine as thick as syrup, but I exist. ... . Homesick." (2014) These kinds of posthumous self-tales of ten animals strongly connect a radical dimension to this text. This is essentially the main theme of ecocriticism and animal studies. Like these two theoretical disciplines, this book questions, challenges and unsettles man-animal dichotomy and its resultant evils faced by the animals. As Sarah Mcfarland's (2015, p.152) holds: "Within ecocriticism, critical animal studies interrogates the human-animal aspects of the self/other binary and the arising consequences to subjectivity and species definitions."

The ten wars concerned in this book have been historically documented only in terms of human losses. The ten animals who were killed in those wars have not been recorded in any history. Dovey's fiction brings out their voice to share their tales which have remained unheard always. This aspect of human mindlessness about the non-humans is a major area of investigation for animal studies and ecocriticism. As Phillips (2010, p.1) notes ecocriticism and animal studies deal with "harm and degradation" done against all natural beings and the "abusive private ownership" of them. He further observes that both of these complementary disciplines undertake "the interpretation of animal behavior, especially of animal consciousness, communication, and emotion, and the implications of this interpretation for animal rights; the ecological centrality of animals in the habitats where they have evolved, and from which too many of them have been removed; the disruption of both animal and human lives ... the ethics and the politics of human-animal relations"(2010b, p.1)". Ceridwen Dovey's *Only the Animals* (2014) and John Coetzee's *The Lives of Animals* (1999) strongly involve these ecocritical and animal studies insights. For instance, in Dovey's story "Psittacophile" a parrot relates: "I began to screech for hours on end. I stopped eating, ignored my toys, and bit her to the bone when she tried to take me out of my cage. She watched in despair as I self-mutilated, ripping out my own plumage, plucking myself bare. My feathers accumulated in layers on the floor of my cage." (2014) This story unveils how the ownership of animals as pets involves a brutal selfishness and apathy out of which human beings use and abuse animals as some fashion items. This is a trauma-tale that shows how human world in sustaining its unscrupulous authority over the natural world has neither empathised with nonhuman beings, nor have they heard animal or nonhuman beings' traumas and tragedies. The paper here attaches Animal Studies, in this regard, to trauma studies, because both of them expose, as Kari Weil observes (2012, pp.3-4), "the violence done to animals and their habitats (what indeed has been called a genocide) and the difficulty of assessing how animals experience that violence. Both raise questions about how one can give testimony to an experience that cannot be spoken or that may be distorted by speaking it."*Only the Animals* explores the age-old stories of animal sufferings and subversively repudiates existing norms and forms of animal or nature narratives which vindicate and validate human creative treatment of the nature-cultures. Moreover, this book unearths "stories about human relationships" with mother nature which follows an intriguing philosophy of "perspectival multinaturalism", as termed by Brazilian anthropologist Eduardo de Castro, which instills into children a logic that our existence is dependent on different nonhuman and human entities to whom we must be responsible. (cited in Adamson, 2014, p.173) Thus, it hints at unsettling human world's creative and practical ways of being existent through controlling, abusing and exploiting the nonhumans.

B. Posthuman Reflections in Only the Animals

To probe the posthuman aspect of the book, Harari's (2017) recent studies on human incompleteness and lack of self-sustaining vitality deserve attentions: "Homo sapiens rules the world because it is the only animal that can believe in things that exist purely in its own imagination, such as gods, states, money, and human rights." Human beings enjoy an all-encompassing superiority out of which they exert a taken-for-granted power in defining themselves as an absolute subjectivity and non-humans as the incomplete and base beings. The consequences of these othering binaries contribute to both physical and ontological threats for the non-humans. *Only the Animals* dismantles and challenges, though sardonically, these constructs of human supremacy. This angle of the book sets a posthuman resonance. For instance, the epigraph of the story "Hundstage" reads: "Those who are humane toward animals are not necessarily kind to human beings". (Boria Sax, cited in Dovey, 2014, p.75) Dovey pushes forward some fundamental criticisms on human violence which human beings have shaped as an inevitable means of its survival and development.

The first question she poses is very subversive: If humans are not safe for their own race, how can they protect other beings? The ten wars concerned in this text and the plights of both human and non-human worlds due to these wars reveal how brutal human beings actually are. This elicits her second question about the validity of human pride in claiming to be the so-called supreme creation of the world. The question is quite straight-forward: If harming and humiliating nonhuman world is the sole way to survive, what is the point of pride then as the so-called sublime beings? All ten animals of this fiction expose this posthuman radical interrogations of human glory of being the Homo sapiens. Animals are deemed as lesser subordinates as they lack intelligible language. In the face of this humanist egotism, Dovey has placed a counter-discourse by putting language in their tongue. As we encounter the dolphin's radical questionings on human beings from the story "A Letter to Sylvia Plath":

"Humans might be conscious thinkers; we are conscious breathers. It is very easy to choose to die if every breath is a matter of choice. I am not the first dolphin to suicide, nor will I be the last. one to take killing a human very hard. It is as taboo for us as killing our own babies. We recognize in you what your ancients used to recognize in us and understood as sacred a long time ago, when killing a dolphin was punishable by death. You used to think of us closer the divine than any other animal on earth, as being messengers and mediators between you and your gods. You honoured us with Delphinus, our own constellation in the northern sky." (Dovey, 2014)

This is where the paper attends to Pramod Nayar's (2013, 11) term "critical posthumanism", which signals a "radical decentring of the traditional sovereign, coherent and autonomous human in order to demonstrate how the human is always already evolving with, constituted by and constitutive of multiple forms of life and machines. Literary texts that have since the Renaissance always shown us how humans behave, react and interact – indeed it has been said that literature 'invented' the human – have now begun to show that the human is what it is because it includes the non-human." Dovey upholds this posthuman turn: the animals are placed at the centre to make us hear how generously they have served the humans and how, in return, they have been harshly wronged by the humans. This is even present in the creative practices human world has undertaken with the help of animal presence. The chimpanzee of the story "Red Peter's Little Lady" comes up with a counter-blow against all human hypocrisies and lessons of human creative artefacts shaped on and with animal imagery:

"I am itchy. Itchy, itchy, itchy. Frau Oberndorff won't let me scratch. She bathes me, combs my hair to make it lie down, cuts my toenails, cleans my tear ducts. She says my breath is a problem. It stinks. I like the stink.

…

I breathe out and sniff it in. . . . I scratch my bum, sniff my fingers. (Dovey 2014)

Hazel candidly denies the human constructs of 'decorum' and hygiene. As the epistolary love-making between she and Red Peter goes on, she tells Red Peter: "I cannot give you much other than a warm body flexible in the ways you would like it, a certain length of arm, bow legs, a barrel torso." She further says: "Would you like me to be more human, or less human, or more or less human?" (Dovey, 2014). He we encounter a sardonic attack on human boastfulness as the best creature of the world.

The paper adds Dovey's radical renarrativizing of the human world to Noah Harari's world-view shattering discourse on the failings and inadequacies of human existence:

"As far as we can tell from a purely scientific viewpoint, human life has absolutely no meaning. Humans are the outcome of blind evolutionary processes that operate without goal or purpose. … if planet earth were to blow up tomorrow morning, the universe would probably keep going about its business as usual. As far as we can tell at this point, human subjectivity would not be missed." (Harari 2014, p.331)

To elude this danger of existential vulnerability or weakness, humans have drawn distinctions or binaries between themselves and nonhuman beings. They have, with their cultural constructs and ideologies, exalted them above nonhuman beings and put nonhuman beings into some fixities and stereotypes to stand for them and to serve them perpetually.

Dovey not only advocates a critical empathy through her animal narratives, but questions the literary and philosophical injustices done upon the animal world. The ten animals of Dovey's ten stories invoke ten authors who wrote extensively with animal imagery and became famous. None of these authors, from George Orwell to Henry Lawson or Ted Hughes, could accommodate the animal question as a distinct one and hold the animals as a complete being. They rather retained traditional humanist legacy of human vitality in every way possible by denying the non-human beings' very existence. They used animals to configure their literary creations by keeping alive man-animal binary which helped them and their artefacts. As the dolphin in "A Letter to Sylvia Plath" relates:

"I began by rereading the work of your ex-husband, the British poet Ted Hughes, thinking I might be inspired by him. ... Back then, I had admiringly thought he was trying to understand the human by way of the animal, but now I can see that in fact he wanted to justify the animal in the human" (Dovey 2014).

This is how the non-humans have been made to cater for the humans physically and creatively either for their material help or for their creative embellishments. In philosophy, we see these same biases of binary relationship which sustain human-made delusion of supremacy. Cary Wolfe has shown how Hegelian-Kantian human ideals have contributed to establish humanism. The posthuman discourse, like *Only the Animals*, subverts this kind pro-human and anti-animal construct. Wolfe posits that animal rights in terms of having an egalitarian treatment in our creative-critical world have been sheerly neglected by all philosophical or literary canons. As Wolfe (2003, p. 203) observes,

"[Animal rights] in philosophical frame remain an essentially humanist one in its most important philosophers (utilitarianism in Peter Singer, neo-Kantianism in Tom Regan), thus effacing the very difference from the animal other that animal rights sought to respect in the first place."

As war-critiques, every story of the book shows how war has been validated by humanist and cultural traditions of will-to-power motifs that have resulted in an imperialist commerce and devastating consequences for the nonhuman world. Moreover, the humanist traditions of philosophical construction of human beings as the most supreme creation,

(Homo sapiens) and, self-protective force (Homo polemos), and most potentially thinking existence (*cogito ergo sum*) as propounded by Descarte's and Heraclitus's versions on human beings, have propelled a negation of the identity of a distinct being for the animal or nonhuman existence, and reinforced an aggressive exercise of human "will to power" over nonhuman world. The way of colonialization has been validated by this epistemology of war and hence, can be linked with human interventions and subjugations of natural and nonhuman world. Both of these ways are driven by human motifs of power and supremacy over weaker worlds and "in this paradigm of war", as Sabello Ndlovu-Gatsheni posits (2016, p.41), human beings have been established "as 'homo polemos' (warrior, war-maker) whose humanity cascades from" a philosophy-backed paradigm of war; that is, "I kill, therefore I am" (Sonderling, cited in Ndlovu-Gatsheni , 2016, p.41).

These stories capture the dynamics of domination and destruction by which human world declines its existential dependency on natural and nonhuman beings. Dovey's trajectory of nonfictional ten wars and ten fictional animals murdered in the ten wars strongly reveals human inclination for fast material output or power through causing changes to and violating their inherent bonds with other beings and species which ensure human beings' very existence. Alain Badiou (2006, p.38) critiques on these aspects of human propulsions and actions for quick advancements and gains:

> "Our world is marked by its speed: the speed of historical change, the speed of technical change, the speed of communications, of transmissions, and even the speed with which human beings establish connections with one another. This speed exposes us to the danger of a very great incoherency. It is because things, images and relations circulate very quickly that we do not even have the time to measure to what extent all that is incoherent. Speed is the mask of inconsistency. Philosophy must propose a slowing down process."

Nonhuman beings are the first victims of the change-driven human world. All these speedy growth of material development and change have worked for sustaining human power over other the nonhuman world and triggered a violent means of war, as projected in Dovey's book, of retaining human world's power and dominance.

C. Narrative Revisioning through an Animal Poetics

Dovey's non-traditional narrative perspectives including her intermingling of posthumous animal narrative voice, allusion to some popular authors of animal literature and non-adherence to any formulaic storytelling, i.e., linearity of plot, realist trends of setting and characterisation, advance strong challenges to the modernist storytelling artifices. Not set in particular locations, the setting navigates from the US to colonial Australia, from Pearl Harbour to Sarajevo, from Russia to Mozambique and from Beirut to Germany. The wars or human conflicts span from the frontier wars of Australia to American invasion in Iraq, from the seize on Sarajevo to World War I, from World War II to Arab-Israel war, from Cold War to civil war in Africa. They hark back the readers to different junctures of violence, deaths and destructions. Thus, this nonlinear timeline of her stories represent the immanence of human brutality in every part and era of the world.

All the ten fractured but interwoven tales are presented in some postmodern narratives. All these stories being derived from different personas, settings and nonhuman sufferings represent a "pastiche and collage" (Kvale 1995a, 23) of juxtaposing diverse animal voices. The radically unique ways of bringing these voices of sufferings are themselves "a renarrativisation" (b, 21) or counter-assertion of the animals who have been forgotten by human history and literature. Dovey's ten animal characters, the alter egos of all the marginalised nonhumans, stand out to pronounce a counter-tale of heroism and optimism. Unlike modern fiction, Dovey's fiction is marked by an optimism stating that "mourning process is completed" because "legitimation can spring from" the nonhuman world (Lyotard 2002a, p.141). Postmodern narratives, Dovey's stories bring back the "destructured, decentered, and dehumanised" (Klages, 2002, p.165) nonhuman or animal identity. Moreover, these stories can be seen as some "micro-narratives" (Lyotard, 2004b, pp.130-31) on the misery, death, dislocation and alienation of the nonhuman beings and animals, who have hardly been empathised with and acknowledged by the human world. Animals' questionings of human oppressions on the them pitted Dovey's animal stories against the "meta narrative apparatus of legitimation" (Lyotard 2004,123-124) of human language, literature, rationality, power, politics, development, human rights, dominance and so on, which have caused the existential erasure of all nonhuman beings throughout history.

Again, these stories are some ironic but subversive "language games", which allow the cat, parrot, dog, tortoise and other animal characters to be in a newly shaped individual "nodal points" or "communication circuits", transcending the grand projects of human literature and cultural gaze on the nonhuman beings. A counter-anthropocentric mode of narrative, these stories signal that a new cultural wholeness is in the offing which is an impossibility without ensuring creative and practical world's justice towards the nonhuman world. All these animal stories have "non-hierarchical, heterogeneous, multiplicitous, and acentered" (Gartler 2004) narratives in terms of the spatiality and temporality of the action of the stories. Told posthumously by the dead animals, these stories have a postmodern mode of narrativising the nonhuman brings of different parts of the world as autonomous "individuals", who have been "defined only by their state at a given moment--such that the local operations are coordinated and the final, global result synchronised without a central agency" (Deleuze and Guattari, 1987, 21). These postmodern stories are like "double-coded" architecture or art in which "no style dominates; instead "endless improvisations and variations on themes; parody and playfulness" (Jenks, 1995, 10) navigate around so many narrative styles animal voices and places. All animal characters are held with significant attention and thus, they signify a cultural wholeness that postmodernism celebrates. Instead of sticking

to any dominant genre and form of fiction and settings and characters these stories advance a "deterritorialisation" (Deleuze and Guattari, 2002, 165) of human-centric storytelling which involves nonhuman-human inclusiveness or a democracy, that is; "at root to be is not to be one but to be diverse" (Gutting, cited in Drolet, 2004, 28). Besides, the ten animals do not conform to and plead to existing human creative-practical world for assuring justice to the existential harms that have been perpetrated on the nonhuman beings. They instead poke questions to human practical and creative dependency and violence on nonhuman beings. They urge human gaze to be thoughtfully revisioning their ways of claiming to be the Homo sapiens of the world. Dovey's radical newness in narrativising these animal-centred animal tales marks a subversion of the exisiting creative-critical anthropocentrism.

Dovey travels with fluidity between different times, places and people. All of them initially sketch a fighting form of life but eventually turns out to be a depiction of supreme optimism of life through struggle and resilience of a shared happiness. The camel killed in the frontier battle of colonial Australia in 1892, the blue mussel in Pearl Harbour, the cat in World Word I, a bear died of starvation in the siege of Sarajevo in 1992, a dog in the Eastern Front in World War II, a dog in the bombing of Beirut in 2006, an ape in Germany during World War I, a tortoise in Russia during the Cold War in 1968, an elephant in the 1987 civil war in Mozambique and a dolphin in the US invasion on Iraq in 2003 constitute a multi-vocity of animal tales . The disparate time and space and types of the murdered animals manifest the ubiquity of human violence on animals. Thus, her renarritivisation brings in post-human interrogation on how anthropocentric world system and its humanist traditions of literature have exerted relentless violence and destruction as a means of exhibiting political and creative power and dominance.

Dovey ironically utilises the intertextual elements of her book: by drawing attention to authors who have written on animal issues she has subverted the inadequacy of a critical empathy lying in their animal literature and interrogated the very notion of animal literature. These animals are shown to be paying acknowledgement to human creative efforts, however little they are, to depict nonhuman and human world's infinite suffering. As Dovey mentions in her website:

> "Each of the animals also pays homage to a human writer who has written imaginatively about animals during much the same time span, from Henry Lawson to Ted Hughes, from Kafka to J.M. Coetzee, from Colette to Virginia Woolf, from Tolstoy to Jose? Saramago, from Gunter Grass to Jack Kerouac, from Tom Stoppard to Julian Barnes." (nd)

Dovey through her animal narrators has brought in the sheer commodification and utilisation of animals and their sufferings in literature and creative artefacts. This is tantamount to a creative violence and this form of animal literature has failed to eliminate human apathy to nonhuman beings. As we encounter in the story "Plautus: A Memoir", the soul of the tortoise cites poet Czeslaw Milosz and grieves: "'So little of the total suffering, human or animal, can ever make its way into literature in the end. When it does, we should pay attention, and pay our respects.'" (Dovey 2014) These animal articulations press a counter-necessity to accommodate nonhuman voice in human creativity.

Intertextuality, which "challenges both closure and single, centralized meaning" (Hutcheon 1988, p.127), informs this book significantly about its ways of interrogation of realist narrative styles of modern literature and the lack of inclusivity or cultural wholeness in modern history. In her acknowledgement notes Dovey with a self-reflexive voice attests her narrative queerness:

> "Given that the stories in *Only the Animals* pay homage to many authors who have written about animals, I am indebted both directly and indirectly to multiple works of literature. Many of the animal narrators intentionally use words, phrases and sentences taken verbatim from the work of other authors." (Dovey, 2014, 248)

These elements of "self-consciousness and irony" (Jenks ,1995, p.27) on past memories and moments find powerful rendering in her stories and resonate that past still "seems to have some validity". She serves dual purposes with her ironic deployment of inter-textuality: on the one hand, she figures out a vast oeuvre of literature that has been written by using nonhuman beings, on the other, through the animal narrator-characters she unveils the sheer anthropocentric nature of animal literature and the commodification of nonhuman beings in literature written to date.

VI. CONCLUSION

This brings the paper to its conclusion that human-centric world for its cultural and economic productions have been solely reliant on the nonhuman world. The dog, camel, parrot, bone, and other deceased animals of Dovey's *Only the Animals* emblem human world's violence against nonhuman world and human violation of nonhuman rights. But human world has normalised that it is the rights of human beings to kill and control nonhuman beings because their powers or abilities of language, rationality, reason and civilisational practices have rendered them, as claimed and licensed by religion, science, philosophy, literature and such human superstructural knowledge, superior to nonhuman beings. These binary-making agencies of human world of production and superstructure have utilised nonhuman world's benignity and helplessness as a vested property for humans. Again, nonhuman beings' inabilities of language and reason have rendered them passive and vulnerable in their power relation with human beings. Nonhuman beings are not vocal with creative or cognitive powers. But it does not prove that their lives are to be seen as dead or passive or some base objects and as something, but not somebody, which do not have the potentials of agonies, pains and sufferings. Dovey's book, with its strong undertones of ecocriticism and posthumanism, strive to bring these animal-empathy to the fore by erecting them as some vocal, vigorous and radical voices to unveil human world's destructive

and exploitive violence against the nonhuman world. I can resort to Jeremy Bentham's (2007) philosophical conviction on animal welfare here:

"But a full-grown horse or dog is beyond comparison a more rational, as well as a more conversable, than an infant of a day or a week or even a month, old. But suppose they were otherwise, what would it avail? The question is not, Can they reason? nor Can they talk? but, Can they suffer?"

Bentham's dog or horse and Dovey's ten animals represent the world of the nonhuman beings which has been brutalised and set to cater for consolidating the significance and supremacy of human survival. The paper accentuates this note of pro-animal sensitivity and politics which radicalise the animals or any nonhuman existence with a genuine call for taking the animal question more seriously. Moreover, it also posits a counter-discourse on animal vitality and, of course, for revising human-animal binaries. The paper responds to and agrees with Dovey's posthuman and ecocritical association in a serious light: human view on human supremacy and nonhuman inferiority is a violation of nonhuman beings' existential rights. It also posits, through war critiques, that humankind's violence is not only endangering animal or nonhuman lives, but in turn, humans are converting the human-nonhuman world into a disastrous world. A world with indeterminate injustice and murder upon animals will lead the world to destroy its ecological balance which cannot be reinstated by any human agentive means, i.e., science, human rights, development and politics and so on.

Australia was afire, leaving indeterminate number of animals gutted by fire, dislocated from their abode and wounded badly. Animals suffered the same brunt of human brutality when Amazon has lately been aflame. Australia's wildlife or Amazon's nonhuman beings or Dovey's ten animals are a significant reminder for the human world which competes with its own members to grab power and control by using, abusing, manipulating and demolishing the nonhuman world order. It is more than a high time human world questioned its unscrupulously decided superiority and held its abiding saviour and existence-maker, i.e, nonhuman and natural world, with compassion and justice. This paper, despite concentrating on a little part of *Only the Animals*, adopts a fresh critical look into Dovey's far-reaching animal narratives with an eclectic treatment of posthumanism, postmodernism, ecocriticism and animal studies. Dovey's *Only the Animals* is a rigorous scholarship on the insecurities and genocides animals or broader natural environments are undergoing every day. As Dovey herself vindicates in her website: "*Only The Animals* asks us to find our way back to empathy not only for animals, but for other human beings, and to believe again – just for a moment – in the redemptive power of reading and writing fiction." (nd) This book, keeping this undertone, hence, espouses a political praxis to fight for animal or environmental welfare by subversively calling into question human superiority, power paranoia, and, quite notably, human creative-critical apathy and exploitation, as reflected by Dovey's invoked authors who have written with animal subject-matters, over the broader natural environments.

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On Fostering Learner Autonomy in Learning English*

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Abstract—**With the teaching of English being more and more communicative, the tradition teacher-centered approach is facing a big challenge and is being replaced by the learner-centered one. It means that learners will assume greater responsibility for their own English learning. Therefore, fostering learner autonomy is of the utmost importance in the teaching of English. Over the last ten years, fostering learner autonomy has become the chief concern in the field of English language teaching. As a result, many records have been obtained in different studies of learner autonomy. This paper aims at an exploration of fostering learner autonomy in the teaching of English and learners' attitudes, motivation and strategies. Because, serve as three important conditions for learner autonomy in the teaching of English. These conditions will largely influence the learning of learner autonomy. On the basis of the above exploration learner training for fostering learner autonomy, must entail two aspects. Firstly, setting up self-access centers can provide learners with an autonomy-supportive learning environment, which will contribute to enhancing learners' motivation and can strengthen their confidence in their English learning. Secondly, teachers themselves should reconsider their roles in fostering learner autonomy. They should act as facilitators, counselors and resource rather than classroom controllers. In this way, learners can feel more willing to accept responsibility for their own learning and strengthen their ability to do so.**

Index Terms—**learner autonomy (LA), autonomous English learning (AEL), attitudes, motivation, strategies**

I. INTRODUCTION

A. The Background of the Traditional Teacher-centered Approach in English Teaching

The field of language learning has been in a constant change in the past ten years. Among all the changes, the main one is a shift of focus from teachers to learners. The traditional teacher-centered idea controls learners' potentials for their English learning. Teachers take control over contents, knowledge to be used and outcomes which are also related to both learning and teaching. As a result, Learners largely depend on teachers for their learning, becoming passive receiver of materials. So, they have little motivation to accept responsibility for their own learning both inside and outside the classroom. Many learners are convinced what they have to do is to sit in the classroom to learn English, write down what the teacher says, memorize the usage of some new English words or phrases and so on.

Language learning is a life-long work. Teachers should realize that their responsibilities of "passing on the truth, imparting knowledge and solving problems" are far from enough. What teachers should do is to teach students to deal with problems by themselves. Therefore, it is very important to help learners become aware of the value of autonomous learning both inside and outside the classroom, so that they can acquire how to learn more efficiently, and maintain it in daily life. But in the teacher-led classrooms, learners do not have much opportunity to take responsibility for their own English learning, and learners' dependence on the teacher gradually will make them unaware of the importance of autonomy in their English learning.

B. The Aim of This Paper

How to balance the relationships between leaner and teacher in the learning process? How to develop the learner autonomy in ELT? After getting known to the teacher-centered phenomenon of English teaching, we should carry out great innovations to take into full consideration learners' real learning goals, attitudes, motivation and use of strategies. Learner autonomy is one of the primary goals of modern education.

This paper aims at an exploration of fostering learner autonomy in the teaching of English in terms of three conditions for autonomy: learners' attitudes, motivation and strategies. It will first introduce the concept of autonomy. Based on the concept of autonomy and the details of the three conditions for autonomy, the paper will discuss how to foster learner autonomy in English teaching.

II. THE CONCEPT OF LEARNER AUTONOMY

Nowadays, the concept of learner autonomy has been widely accepted in many countries. It may be said that the development of learner autonomy, to some degree, appears to be universally regarded as an important and general

educational goal.

A. Definition of Learner Autonomy

Learner autonomy is a problematic term because it is widely confused with self-instruction. It is very difficult to define precisely. Many scholars in this field has debated, for example, whether it is characterized by learner's responsibility or learner's control; whether it is a psychological phenomenon or psychological implications; and whether the development of learner autonomy depends on a complementary teacher autonomy.

1. Different Definitions

Educators in our country have been advocating the development of learner autonomy as an educational goal since the early 1960's. The concept of learner autonomy has evolved over time. And the argument of learner autonomy is that a learner develops the ability to take charge of his or her own learning. Since the 1980s, learner autonomy has been a universal focus in the western context and more and more studies have been undertaken from the student's perspective. Thus the concern with English teaching and learning has shifted from teachers' teaching to students' learning. North American researchers have taken up the idea and integrated it into the tradition of research about the good language learner. Some west researchers even consider promoting learner autonomy as the ultimate goal of education.

Holec, the major influence in discussions about autonomy in language learning, defines autonomy as "the ability to take charge of one's own learning" (Gardner & Miller, 2002, P. 6). Cotterall (1995, P. 195) claims that autonomy is that "the extent to which learners demonstrate the ability to use a set of tactics of taking control of their learning". As a matter of fact, these definitions share the same features.

2. Same Features of Different Definitions

Although the term of autonomy is defined differently, it embodies two central features:

First, learners should take responsibility for their own learning because all learning can only be carried out by themselves, and they need foster the ability to continue learning after ending their formal education.

Second, "taking responsibility" means that learners need take over many processes, which are traditionally manipulated by the teachers, such as the decision on learning objectives, selecting learning methods and evaluating progress.

Learner autonomy theories aim at transferring responsibilities for some aspects of the language learning process (such as setting goals, selecting learning strategies, and even evaluating progress) from the teacher to the learner. Learners need help to develop their autonomy learning skills. However, for kinds of reasons, the need for teachers will not decrease, but their roles, including the role of teaching process, will change. Just as some famous foreign writers pointed out, teachers should not be viewed as instructors anymore, but as helps /facilitators, counselors, and learning resources.

B. Summary

In the course of its development, autonomy has become a part of the mainstream of research and practice in terms of language education. As more and more emphases have been laid on the value of personal experience and personal freedom in language teaching, many scholars advocate that, instead of the teacher, the learners should stand in the center of the teaching and learning process. Learners' willingness and ability to transfer their own roles will enable learners to master easily the learning method and obtain more knowledge. In formal educational contexts, teachers must not only help these learners who do not automatically accept responsibility for their learning, but also first provide them with appropriate tools and with opportunities to train them. But before the training, we should pay special attention to the conditions for learner autonomy, for they will largely influence the degree of learners' willingness and ability to take responsibility for their own learning.

III. CONDITIONS OF FOSTERING LEARNER AUTONOMY IN ELT

A. Attitudes

One necessary part in learner training for fostering learner autonomy is to need autonomy in psychology, which is related to their attitudes towards autonomy. That is to say the core of learner autonomy depends on the attitudes of the individual.

1. what's attitude

A majority of people are aware that language learning is not merely a cognitive task. So learners can't have the thought that they learn only in order to achieve the goals on learning. Instead, the successful attitude of a learner is their desire to learn. In other words, language learning, in general, has also an affective component, i.e. the self-esteem and desire to learn are deemed to be the most crucial factors in the learner's ability, and to overcome setbacks or mistakes in the process of learning a second language. Therefore, we can draw a conclusion that in learning it is necessary and important to depend on learner attitudes and motivation.

Freeman defines attitude as "the stance one adopts towards oneself, the activity of teaching and learners." (Clemente, 2001, P. 48) Jonas holds that "attitude may be defined as a psychological tendency to evaluate a particular entity with some degree of favor or disfavor."(1995, P. 2) Wenden summarizes that attitudes have been defined in different ways, such as "learned motivation", "valued beliefs", "evaluation", "what one believes is acceptable" or "responses oriented

towards approaching or avoiding"(1991, P. 52). In my paper, attitudes refer to the positive or negative feelings about someone such as the teacher or something such as learner independence driven by one's beliefs. So, willingness and ability are two primary components of autonomy. If learners have these two qualities, they will have great confidence and motivation to learn by themselves.

In a word, positive attitudes are an active part of one's perception of self. However, negative attitudes may be represented as learners' dependence on the teacher for their learning and their reluctance to take on more responsibility for their learning.

2. Different Attitudes between learners and teachers

According to above statements, we know that learner's positive attitudes may contribute to the development of their potential for autonomy while their negative attitudes may impede their efforts in working towards autonomy. But in the English learning and teaching, teachers need have positive attitudes as the same as learners.

All behavior is controlled by attitudes and experience. Learners' attitudes may either contribute to or hold back the development of their potential for learner autonomy. Dickinson (1995, P. 165) suggests that "taking an active, independent attitude to learning and independently undertaking a learning task, is beneficial to learning: that somehow, personal involvement in decision making leads to more effective learning." Therefore, learners need to know what it means to learn a language and determine whether they should take on responsibility for their learning and whether they are capable of doing so. If a language learner regards learning as his own business and owes his success or failure to himself, he will be more willing to take on responsibility for his own learning. However, if a learner is accustomed to depending on the teacher for his learning, he will be reluctant to take on greater learner responsibility. Autonomous learners are the ones who believe in their ability to learn by themselves or manage their learning. They know where and how to start their learning, monitor their learning process and evaluate their learning outcomes, and adjust their learning strategies to exert their potential for the purpose of achieving success in their learning. But most importantly, they must believe that they play a crucial role in their learning and that they have great confidence in their capability.

Many of Chinese EFL teachers are still bound by some old and conservative concepts, thus it is quite important for them to change their attitudes. Teachers should realize the horse will just fly if you loosen the belt around his neck, which means that they should require their students to take greater responsibility for their own learning. Before doing this, it is useful for teachers to think over their existing attitudes. They should try to transfer the core role to learners. If teachers allow more room for learner involvement, learner autonomy can get rapid development. However, the change of teacher's roles perhaps should be gradual, rather than abrupt and dramatic. Besides, teachers also should seek and grasp every opportunity to improve their professional knowledge and skills in every aspect of learning. By doing this, they can make themselves more competent for the new roles as a person who provides support for learning, an instructor whose job is to give advice to people who need it and an literate who is knowledgeable.

B. Motivation

Motivation belongs to an individual's desire and thought. It is believed that people's action is governed by their own needs and interests. Motivation is, for learners, one of the important elements to learn effectively. Once learners take responsibility for their own learning, understand and accept that their learning success is a result of effort, and that failure can be improved with greater effort and better learning strategies. So, motivation provides the primary impetus to initiate learning English, the driving force to sustain the long and often tedious learning process.

In English learning, to different degree, the intensity of learners' motivation is different accordingly. Learners who have a strong desire to learn and who believe that success or failure in English learning results from their own efforts tend to take responsibility for their own learning and go on persisting after failure. These kinds of learners are more confident in their English learning. Although the term "motivation" is frequently used in educational contexts, there is little agreement among experts as for its exact meaning.

As for the definition of motivation, there are many different opinions. Some people think that motivation is composed of goals. Wen qiu fang(1996. P. 74) claims that "motivation in English learning can be simply interpreted as 'the cause and purpose' of learning English." Ellis contends that 'in general terms, motivation refers to the effort which learners put into learning a second language as a result of their need or desire to learn it." Brown believes that "motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit." Some people maintain that motivation is the degree of effort while others combine two factors "goal" and "effort" to define motivation. Therefore, we can believe that motivation in English learning is commonly composed of three components: the goal of learning English; the efforts learners make in the process of achieving this goal, and the combination of the goal and the effort.

C. Learning Strategies

In the field of language learning, what kinds of strategies the learners should adopt to understand, learn or remember the information has been the primary concern of the researchers who deal with the area of foreign language learning. It was found that different learners carry out their learning in different ways. And good language learners seem to use a variety of language learning strategies appropriately.

As we know, learning strategies means the practical activities and skills which contribute to learning. Any learners can employ the learning strategies which they like. So, learning strategies is also one of the crucial factors of fostering

learner autonomy. The more strategies the learners possess, the more confident they will feel when they act independently. Thereby, learners can use more efficient learning strategies through their experience in learning. However, if teachers also master good learning strategies, it will help them be more competent for encouraging their students to improve in this aspect; and it is also helpful for themselves as learners. Thus, teachers should apply more flexible teaching means to provide students more freedom and choices, such as materials, assistant facility, time schedule and so on. According to the above statements, we can know it is very important for both students and teachers to be aware of learning strategies.

D. Fostering Learner Autonomy in ELT

1. Setting up Self-access Centers

Traditional teacher-centered English teaching approach takes less notice of learners' attitudes towards English learning, their motivation and their strategies. In such environment, learner doesn't have their real desire for learning, but is just forced to learn because they want to pass the exams or to find a good job in the future. Consequently, many learners lack appropriable motivation and enough confidence in their English learning. What's more, learners can't get their own learning needs and can't choose their own styles and materials as they like in the teacher-dependent learning environments. Therefore, it is urgent to call for improving the learning environment.

Self-access centers (SACs) for language learning have become more popular in recent years. In some universities, many self-access centers have been built up., The functions of self-access centers are, on the one hand, to provide various language learning materials to meet independent language learners' needs, such as newspapers, magazines, dictionaries, encyclopedia kinds of books of various kinds, audio tapes, audio-recorders, video players, headphones, computers, TV sets, photocopy machines, separate small rooms, counselors being available at any time; on the other hand, to nurture learners' ability of independent learning by encouraging them to develop their learning strategies, to reflect on their learning processes and to take on more responsibility. (Huaweifen, 2001, P.41) In this way, learners can have more freedom and choice to learn what they like, at the same time, they can enhance their motivation and confidence, which will be conduce to work towards autonomy in English learning.

Since self-access centers can encourage learners as they like so to improve their language skills, learners may take part in some activities to improve their language ability.

a. Individual Activities

Many activities aim at encouraging learners to become actively involved in learning tasks. Learners may use every facility in SACs according to their personal needs. For example, for beginners, instructors at the centers may offer them some pieces of advices about how to choose learning materials, how to make full use of the facilities at the centers. The aim will be to create an open environment, within which learners can find kinds of things which they like and they don't know. Thereby, they can find their varied learning methods through them. For intermediate learners, instructors may allocate duty hours to them and give them manageable tasks to be finished during their duty hours. For example, learners may tidy up book shelves, answer questions from other users about materials, decorate walls, and write down the notice. For advanced learners, instructors may provide information for learners and explain that they can easily find pathways and methods in English learning through difference sources of English materials in a SAC. All these activities are beneficial for learners to develop autonomy in their English learning.

b. Group Activities

Individual activities have specific tasks and focuses in terms of language skills and levels, while group activities aim at encouraging learners to jointly participate in a group. This kind of activities can propel learners to communicate with confidence and deal with the relationship with others. Group work can thus enable learners to learn from each other, give each other advice on their learning methods and encourage them to take responsibility for their own learning, Moreover, in order to finish a certain task, group members should have strong responsibility and develop independence for the final success, whether of the individual or of the whole group. Therefore, group work provides learners with an environment in which learners feel equal to each other, thus "strengthening their confidence and helping them take on more responsibility for their learning" (Yuan xiao hua, 2001, P.51). Group activities in SACs include lots of forms, such as English clubs, workshops and so on. Here is an example of group activity named as English club.

The majority of colleges or universities establish an English club as a way of encouraging students to communicate with each other in English in a non-classroom setting. This club creates a free, easy exotic environment and caters for lots of learners' needs to learn English. It may carry out different activities for learners, such as English party, free talks, debates, dramas, etc. All these activities can encourage learners to learn from each other and to exert their work team spirit and work together for completing each task and more importantly, to train their sense of responsibility for these activities.

Self-access centers will provide learners a new learning environment. Learners can choose whatever they like, and participate in kinds of activities. At the same time, teachers also can join in them and instruct them to use these facilities in SACs. Most importantly, all these activities are designed to motivate learners and to develop autonomy in their English learning. In doing these activities, learners need to be familiar with the facilities available, adjust their own learning strategies and take on more responsibility for their English learning. All in all, learners need to have basic conditions to foster their autonomy in English learning, i.e. attitudes, motivations and strategies.

2. The Change of Teachers' Roles in Fostering Learner Autonomy

Teachers play a crucial role in supporting learners' work towards autonomy. They should reconsider their own roles in English teaching and guide learners to be accustomed to the shift from teacher-dependence to teacher-independence. However, many learners are still used to teachers' authoritative roles in their English teaching. In order to encourage learners to accept responsibility for their own learning, teachers "play various roles and multiple responsibilities in fostering learner autonomy in English language classroom" (Weiyuyan, 2002, P. 11). They act as facilitators, instructors and resource.

In recent years the language learners' autonomy has drawn more and more attention. And accordingly there is much change in the role of teachers. The teachers are to guide learners, not to explicitly pass on knowledge to learners. So they are recognized as facilitators. Benson and Voller (1997, P. 101) point out "the ideal of the teacher as a facilitator of learning, as a helper whose role is to facilitate learning, is perhaps the most commonly used term in discussions of autonomous learning." As we know, learners used to sit in the classroom, and wait to be taught, so it is not easy for teachers to direct them to autonomous learning. The facilitators should be careful, supportive, approving and patient, empathic when they try to direct learners towards autonomy. So, the teachers as facilitators should help learners overcome difficulties with encouragement and patience, provide learner training to help learners find learning styles and proper learning strategies, communicate efficiently with learners and more importantly, avoid manipulating and controlling learners.

When the learners become more independent in learning, teachers' roles have been shifted from facilitators to instructors. Instructors need to offer suggestions, answer questions, supply information on a variety of levels from different learners either when they are in classroom settings or in self-access centers. Similar to the function of facilitators, teachers as instructors also may encourage learners to carry out various activities in order to stir up their motivation of learning.

Resource is the third role of the teacher plays in fostering learner autonomy. The word "resource" means something or someone that you can use or refer to. If someone has source he or she can take advantage of the ability to solve problems and difficulties quickly and efficiently. Then, self-access facilities we discussed above also belong to resource center containing kinds of materials which may help learners learn English. So, there comes one problem: if learners can completely learn English with autonomy, then they may not need teachers longer. Now teachers have to be warned that they need constantly enrich themselves in knowledge and become more knowledgeable about English and the materials available. Therefore, teachers themselves should also improve their own expertise, promote their abilities of English teaching, and strengthen their sense of responsibility. If teachers consider their new role, they are capable of direct properly learners towards autonomy.

Therefore, teachers' roles as facilitators, counselors and resource may be seen as the necessary stages to lead learners to autonomy in their English learning. These roles of teachers will provide learners a more conducive learning environment. Then teachers will considerate sufficiently the learners' attitudes, motivation, and their learning strategies, help them solve problems in a more efficient way and more importantly, give them more freedom and opportunities to deal with their own learning.

E. Summary

On the whole, based on what we have discussed above, we know that "attitudes, motivation, and learning strategies" are three main conditions for learner autonomy in English language learning. Only under the conditions that learners have a positive attitude towards English learning, a real desire to learn and proper learning strategies, can they study toward autonomy in their English learning process. So, learner training for fostering learner autonomy should take these conditions into full consideration. Besides, teachers also need assume their responsibility, access to the facilities in SCAs to help and encourage learners, and provide valuable support for fostering learning autonomy in the teaching of English. Meanwhile, in order to guide learners towards autonomy, teachers themselves should also improve their own expertise and teaching skills and strengthen their own sense of responsibility.

IV. CONCLUSION

Autonomy in language learning is a desirable goal for educational reasons. It advocates that learners should assume more responsibility for their own language learning instead of following teachers' ideas. If learners feel that they can make decisions about their English learning and learn in their own ways, they are more likely to develop a heart need for learning English rather than being forced to learn.

It should also be recognized that learner autonomy takes a long time to develop, for it is a long process rather than a short state. Therefore, directing learners towards autonomy may be a rather complicated process. Many learners, even many teachers, are still under the strong influence of the teacher-centered approach, which will make them find it rather difficult to change their roles respectively. At the same time, there are also some difficulties in the autonomous learning way. In some ways, learners may be more aware of themselves and their language study, and further develop language ability. In this way, some need, such as the need of learners' attitudes, motivation and strategies. Besides these, teacher autonomy is necessary in the success of fostering learner autonomy. Promoting learner autonomy is all about changes and choices. Teachers need to give up the idea of complete independence as the alternative to complete dependence.

Some universities and colleges may have many difficulties to set up self-access centers to support learners. In this

case, learners cannot be provided by convenient facilities and enough resources to support their learning. However, as someone proclaims, modern society has recognized that teaming not only takes place on the college, but more importantly, it occurs outside the college and learning has become a life-long task. Therefore, no matter how long the road towards autonomy may take, how difficult the complete of autonomous learning mode will be and how challenging the roles of both teachers and learners will be, teachers and learners should spend more time and effort fostering learner autonomy in English teaching and learning, working together to create a more autonomy-supportive and learning environment in which learners can assume more responsibility for their own English learning. Only so doing learners acquire skills for life-long learning and make us become skilled English learners.

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An Analysis of Hurston's Consistency with Her Original Aspiration and Mission in *Seraph on the Suwanee*

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Abstract—Seraph on the Suwanee, **Zora Neale Hurston's last published long novel in 1948, depicting a white story, attracted almost no scholarly attention but much criticism for her pandering to white readers, betraying her previous characteristic themes in novel writing and abandoning her black cultural tradition and stance. This thesis aims to dig out the themes of the novel *Seraph* and the blackness behind the whiteness to find out that *Seraph*, in fact suffering wrong, tells a story by white faces with black voices, which demonstrates that Hurston continues her cultural stance and never changes her idea of not only employing black culture tradition but also insisting on her themes of writing as her previous novels.**

Index Terms—Seraph on the Suwanee, **consistency, themes, esthetic sources**

I. INTRODUCTION

Zora Neale Hurston (1891?-1960), a black woman writer, folklorist and anthropologist, was best known as "the mother of black female literature" in the twentieth-century literary history in America. Born and bred in the south, Hurston was immersed in the rich and colorful black cultural traditions since her childhood. She loved her nation deeply, knew her national culture well, and was proud of her black identity. Significantly, she turned her deep love and pride of the culture of their race into words including more than 50 short stories, plays and folklores such as *Spunk* (1925), *Sweat* (1926), *Color Struck* (1926), *The Great Day* (1932), *Mules and Men* (1935) and *Tell My House* (1938), all of which more or less integrated the unique cultural traditions of the black race and further enhanced the dissemination of authentic black culture. Besides, she dedicated herself to create and publish several long novels such as *Jonah's Gourd Vine* (1934), *Their Eyes Were Watching God* (1937), *Moses, Man of the Mountain* (1939) and *Seraph on the Suwanee* (1948). In most of her works, Hurston, on the one hand, employed black dialect, folk songs, folk dances, folk tales as well as religious rituals in order to recuperate the African-American roots and on the other, she usually highlighted the theme in her novels to expose the oppression and repression of gender, race and class. However, *Seraph on the Suwanee*, the last long novel of Hurston, published in 1948, has never drawn much attention among scholars. For one thing, *Seraph*, unlike Hurston's previous novels, shaped the white as the protagonists such as a passive, withdrawal, timid and obedient woman protagonist Arvay very different from Jane and Lucy in other works; for another, it is criticized for its "betrayal of the writer's commitment to foreground black culture and individual black experience" (Dubek, 1996, p. 344). This paper tends to dig out all of the blackness behind the whiteness in terms of the themes and the esthetic sources in order to prove Hurston's consistency with her previous works: She never abandoned her unique esthetic of black culture tradition and continued exposing the discrimination and oppression of women in the patriarchal society as well as the woman protagonist's struggle for self-discovery and fulfilment.

II. THEMES AS USUAL

Critics in the literary world should fully know Hurston's principles, processes, and publications of her writing so much so that the novel *Seraph* would not be neglected and even condemned. It is well known that Hurston obviously and directly depicts black dialect, folk songs, folk dances, folk tales as well as religious rituals in most of her works. *Seraph* still focuses on lower class, oppressed race, female growth, gender discrimination. Objectively, misread by some critics, *Seraph* is far from being "reactionary, static, shockingly misguided and timid" but "reiterates Hurston's characteristic themes" (Hemenway, 1977, p. xvi).

A. Lower Class

Seraph opens at the turn of the twentieth century in Sawley, a poverty-stricken town in west Florida on the famous Suwanee River. However, whether in the south or the north, few of these fields were intensively cultivated and developed. The life in the town mainly revolves in the production of turpentine and lumber around the sawmill and the turpentine still. Hurston describes Sawley as a place where "there was ignorance and poverty, and the ever-present hookworm" (Hurston, 1948, p. 1) and "Work was hard, pleasures few, and malaria and hookworm plentiful" (Hurston,

1948, p. 2). The people were mostly occupied in the production of turpentine and lumber. "They are born in teppentime, live all their lives in it and die and go to their graves smelling of teppentime." (Hurston, 1948, p. 8)

Brock Henson, Arvay's father "had never made as much as a hundred dollars in any month in his life" (Hurston, 1948, p. 8). Life for the Henson family was not that easy. Henson's family lived in a clapboard house, which had been a dark ugly red and now a rusty, splotchy gray-brown, with bare and skinny rafters.

The male protagonist, Jim Meserve, "whose ancestors had held plantations upon the Alabama River before the War" (Hurston, 1948, p. 7) and whose father had had no chance even to inherit because "the fortunes of the War wiped Jim's grand-father clean" (Hurston, 1948, p. 7), came to Sawley with only a small bundle, containing his changing clothes, and then found himself a job as a woodsman on the turpentine camp. They all were living in a lower social position, suffering poverty.

B. Oppressed Race

The novel, *Seraph*, was widely criticized because it was thought of as one that deviated from the black race. However, Hurston penetrates the black race into the plot and characters all the time. After the protagonists, Arvay and Jim gave birth to their first child, they moved to Citrabelle where Jim started his business with his "negro friend" Joe, as their servant, working for them.

Arvay, owing to her ethic prejudice, looked down upon black people and felt dissatisfied with Joe and his family. She cried for Jim that "I know so well that you don't think I got no sense, and my folks don't amount to a hill of beans in your sight…Even niggers is better than we is, according to your mind. Joe Kelsey's word stands higher than mine any old day" (Hurston, 1948, p. 126). Arvay, though born in a poor white family, a "white cracker" from the lower class, was deeply impacted by the tradition of the idea of racial superiority and deep-rooted racial discrimination in South America--so much so that she disregarded black people to hostilely call them "niggers".

Outwardly, Jim held an intimate relationship with Joe and trusted him very much, who are willing to ask for Joe's advice in terms of marriage, life and business. Essentially, Jim, as a representative of the white at the turn of the century, who has had already a certain status by making his efforts, treated individual negro servants as pets, faithful, loyal and dependable, but he couldn't regard all black people as equally as he could treat the white. Black people were just pets, servants and helpers to support them, to advocate them and to work for them. Although black people are put into the background, Hurston, from the characters to the plots, exposes her great concern to her race and at the same time conveys the resistance of black people to the racial inequality in many aspects through dramatic irony.

C. Female Growth

Seraph, so far unrecognized, is "a narrative of resistance and self-discovery that exists not between the lines but solidly on every page" (Clair, 1989, p. 38). The female protagonist, Arvay, was born in the family, where Brock Henson, her father always showed his preference for her old sister Larraine Henson, more robust and aggressive, who usually bullied Arvay. What's more, the people in Sawley were eager to play tricks on her, and the community put her down as queer as well. Further, many a man in the town felt that "he could put plenty of meat on Arvay's bones" (Hurston, 1948, p. 4). Consequently, all of these made Arvay feel timid, unconfident and unsafe inside. However, what Arvay had experienced in her childhood also helped her grow gradually. In *Seraph*, she made up her mind "that she had given her whole heart and her life to the work of God" (Hurston, 1948, p. 4) and participated actively in church work, actually, in order to protect herself till she met Jim Meserve, who married her later.

Marriage helped begin another journey for Arvay in her life, where she gradually struggled to be independent, determined and confident. Firstly, Arvay did not submit to Jim with his rudeness and male chauvinism but stuck to an independent one in the marriage life. She dared to challenge Jim to struggle against a life of repression. When she could not stand his toying with women outside, she managed to follow him around all day long; and when she got to know him was dancing with other women, she tried to persuade him to leave and asked to be respected. Oppressed in the family, she fell into deep loneliness and alienation, but she didn't give up. Secondly, Arvay made her views known on the affairs of her children. Although she was completely excluded and hurt by her children, who didn't follow what their mother said and stuck to themselves, Arvay, as a mother, on the one hand, expressed her care and love to her daughter and son, and on the other, she couldn't hide her desire to be respected and to be listened to. Thirdly, Arvay became brave and strong-minded because Larraine and Carl attempt to ransack what her mother left to her. When she returned to Sawley to take care of her dying mother, who denigrated herself all her life, Arvay was determined to speak for her. Later, she handled her mother's funeral with the help of the community, but her sister's family were indifferent to her mother at the time. On knowing that Arvay's old sister and sister-in-law, poor but greedy, attempted to ransack all her mother left, Arvay lavished her gifts to the neighbors and donated the land her mother left to the local government as a park. She decided freely to give instead of passively allowing people to take from her. Fourthly, Arvay woke up from what she experienced to realize her independence. When Arvay went back to Jim from Sawley, she became tolerant, active, pleasant, which surprised Jim. Then, she asked to go out on the trip with Jim. Arvay, wearing herself "a pair of blue jeans that fishermen wore, two blue shirts, and the tall rubber sea-boots" (Hurston, 1948, p. 323), crossed the safety zone and headed into the deep ocean. She clasped tightly around Jim's neck and kissed and him fondly without being urged. Arvay was not an Arvay who had depended on her husband and given in to him, but an Arvay who could cross the dangerous sea with her husband together and even give him comfort, help and protection. "Arvay struggles to

reclaim control of her life from Jim and the seemingly invincible social forces that support him." (Clair, 1989, p. 42)

D. Unequal Gender

In the novel *Seraph*, Hurston portrayed the male image Jim like most male characters in her other novels such as *Their Eyes Were Watching God* and *Jonah's Gourd Vine*. The male protagonist, Jim, exposed his chauvinism in words and behaviors later although the female protagonist, Arvay, really spent some beautiful days with her husband Jim at the beginning of their marriage. Jim spoke to Arvay like making a speech when he proposed to her:

Women folks don't have no mind to make up nohow. They wasn't made for that. Lady folks were made to laugh and act loving and kind and have a good man to do for them all he's able, and have him as many boy-children as he figgers he'd like to have, and make him so happy that he's willing to work and fetch in every dad-blamed thing that his wife thinks she would like to have. That's what women are made for. (Hurston, 1948, p. 25)

Actually, just as Jim declared that he was the only one in the family who had the right to speak, he took his wife as his own property, scolding, blustering and roaring anytime and anywhere. He, not only, burst into anger and drove her away with violence when Arvay saw he danced with other women and persuaded him to leave, but also he, after he went back, went straight to her bedroom, blocked her way, and stripped off her clothes, beat her and then raped her because he was at the first time challenged to his authority.

"Don't you move!" Jim yelled at Arvay harshly. "You are my dame property, and I want you right where you are, and I want you naked. Stand right there in your tracks until I tell you that you can move." (Hurston, 1948, p. 216)

Just as Cheng (2005) commented that "although *Seraph* is a novel about white people, it is consistent with Hurston's previous works in theme, revealing the discrimination and oppression against women and the trauma of domestic violence on women in the patriarchal society of the American South" (p. 285).

III. ESTHETIC SOURCES AS USUAL

In *Seraph*, black cultural tradition such as black music and humor penetrates not only into the plot but also the characters. Hurston expresses her resistance to the racial and cultural inequality in her special way and demonstrates the influence of black culture on the white mainstream culture.

A. Black Music

In the novel *Seraph*, although the black, apparently, were put behind the white, black music is performed throughout the story. The protagonists in *Seraph*, Arvay and Jim were all born and they grew up in white families in a small Florida town in the south of America, who appreciated black music consciously and unconsciously. Joe, Jim's "negro friend", a black, performed black music, and most of all, Joe was Jim' son, Kenny's first teacher to teach him music.

Joe, the main black character in this novel, "is a figure adept at music performance" (Xiao, 2015, p. 36). In *Seraph*, Joe's first appearance is accompanied by blues that is the symbol of the blackness, which "is definitely no accident, rather, it indicates the importance of the latter (the blues) to the blacks" (Xiao, 2015, p. 36). Joe sang blues, "Hands full of nothing, mouth full of 'much obliged'" (Hurston, 1948, p. 43), which expressed his grief and complaint in life and resistance to oppression. When Jim came, Joe switched to sing "Oh, don't you see dat rider coming?" (Hurston, 1948, p. 43), a turpentine song to describe turpentine workers' daily life. Joe is a typical black character in *Seraph*, black music such as the blues is his unique way to vent his pain and pleasure of his life as well as his resistance to inequality.

Ironically, Arvay looks down upon Negroes, but it seems that black music never leaves her life. Just as Jim and Arvay got ready for bed on the wedding night, "there was a gentle rustling outside the bedroom window, the full of tones of a guitar break out, playing in the way that only Negroes play that instrument. Clear melody, full-bodied harmony, and added bass that imitated drums" (Hurston, 1948, p. 58). Arvay was gradually attracted by "instrumental pieces, blues sung by men and some by women; spirituals, not sad and forlorn, but sung with a drummy rhythm to them, works songs and ballads" (Hurston, 1948, p. 59). "The music outside did something strange and new to Arvay. The strains induced pictures before her eyes. They conjured up odors and tastes. Streams of colors played across the sky for her, and she tasted exotic fruits." (Hurston, 1948, p 59) Arvay, as a typical "white cracker", who despised black owing to racial prejudice, appreciated the black music at the moment. "The concert came to as end on an old ballad that Arvay had heard often, but never really learned…Arvay resolved that she would learn that song the very next day…The ballad went on for many more verses, and even moved to tears." (Hurston, 1948, p. 59) The very imitate scene of black music aroused Arvay's emotion, "sweet and bitter mixed up in just the night amount" (Hurston, 1948, p. 59). She was all but moved to tears and said "that was just too sweet and too wonderful, Jim. Don't expect to ever forget this night, the longest day I live" (Hurston, 1948, p. 59).

Arvay never considers that one day her son would make a living by playing black music because it cannot be accepted by the white. Her son, Kenny, was interested in performance, such as chanting and dancing. At the same time, he was more or less affected by Joe, from who Kenny learnt jazz and blues in his childhood. Kenny asked to go to Joe's house to practice the box from time to time. When Kenny claimed that he was going to make a living with box, Arvay expressed her complete disagreement. She stated that it was the black who picked boxes, that it was impossible to make a living by doing that: "… I got my first time to see any of 'em make a living at it (picking boxes)" (Hurston, 1948, p. 202). She emphasized that "It's all right to humor Kenny to an extent, but who you reckon is going to pay good money

to hear anybody pick a box?" (Hurston, 1948, p. 202).

Kenny joined in a big band and was invited to perform in New Orleans where white musicians were taking over black music as they could make more money at it. Significantly, Joe, who taught Kenny black music when he was a child, produced a great influence on Kenny and he contributed much to white musicians around Kenny to make a living at playing black music although Joe, himself, made nothing in black music but raised his family by working for Jim. Gradually, black music became popular with the white as well as white singers and musicians. Even Kenny claimed "it is just a matter of time when white artists will take it (black music) all over. Getting to it's not considered just darky music and dancing nowadays. It's American, and belongs to everybody." (Hurston, 1948, p. 202) While Kenny was performing, Arvay begged Jim to leave. Jim said that "…I want to watch and see…You could almost think those were colored folks playing that music" (Hurston, 1948, p. 212). Much more ironically, Kenny was growing to be a rising star in the music scene.

As a precious heritage of African American culture, black music has gradually become an inseparable part of the whole American culture in the process of collision with the white mainstream culture. In the novel, black music is a symbol of black cultural vitality, breaking down the barriers between different races and demonstrating its great influence on the white and their life. Du Bois (1989) stated, "black music, a unique category American music, is reserved as an extraordinary spiritual legacy and the greatest wealth of the black nation" (p.181) and more importantly, black music is a pride of the whole America as well.

B. Humor

Humor refers to a unique comedic effect that the aesthetic subject grasps the funny and ridiculous things with the witty and meaningful wisdom as the main aesthetic way. It is a light and subtle smile full of human wisdom. Importantly, humor is one of the typical characteristics of African-American literature. Hurston, as a great humorist, throughout her career, worked tirelessly to explore the role of humor that plays in life, celebrating black culture with humorous jokes, whether in *Their Eyes Were Watching God* or in *Moses, Man of the Mountains*. Without exception of the novel *Seraph*, Hurston makes full use of her humor talent to draw a picture of humor for readers, who employs black humor in terms of humorous language, humorous scenes and humorous characters among both white and black people. Humor art runs through the novel throughout, which "has influenced mainstream America's popular culture more profoundly than anything else in black culture except music" (Levine, 1994, p. 4).

For instance, Arvay's father, Brock, in order to test the intention of whether Jim wants to marry his daughter, tells a story about marriage customs to Jim.

…Jim, it's just the habit they got back there in them Arkansaw mountains. When a fellow sees a girl he figgers he'd love to marry, he goes to her Paw and asks for her. So the girl's Paw, if the fellow is agreeable to him, calls the girl to him, and they stand her up in a barrel. If her head sticks out, they figger that she's old enough to git married, and he turns her over to her new husband. (Hurston, 1948, p. 38-39)

Jim, knowing that the story was made up, chuckled and then asked, "but how about it if she ain't tall enough for the head to stick out the barrel? Do the fellow have to wait till she grows some more?" (Hurston, 1948, p. 39). Brock could read Jim's curiosity to the answer to the question expresses his interest and his sincerity in marrying his daughter Arvay. Naturally, Brock showed his attitude. He laughed: "If her head don't stick out, they saws the barrel off some" (Hurston, 1948, p. 39). A funny story as well as the quite humorous response made both Jim and Brock burst out laughing because they understood what meant each other.

When Angeline, Jim's beloved daughter, was falling in love with Hatton, a young Yankee, he considered that it was very necessary to sound out whether Hatton was a responsible and promising man. Jim laughed and said, "You Yankees can really find a dollar" (Hurston, 1948, p.182). Hatton, was as humorous as Jim was, responded to him very confidently: "You know what they say about us Damnyankees down here. Come down with a dirty shirt and five dollars and never change either one and still manage to end up rich" (Hurston, 1948, p.182). Jim tries to get more details about Hatton, his future son-in-law by asking whether he would come down with a dirty shirt and five dollars while Hatton didn't provide anything specific. Jim and Hatton continued their conversation in a ridiculous and humorous way. Hatton "gave a mysterious smile" (Hurston, 1948, p. 182). "When and if I marry, I want it so that my wife can toss a ten dollar bill in the penny collection in church, and if the usher looks surprised at her and frowns, take her finger and beckon him back and fling in a hundred and tell him to go with that…"(Hurston, 1948, p. 182)

Joe, Jim's Negro friend, experienced one misfortune after another. He opened up a grocery store to sell things when he shut down the still and imagined he would become "more of a businessman than anything else". Unluckily, he failed again. Jim teased him, "it (the grocery store) didn't last you very long" (Hurston, 1948, p. 247). Joe scoffed himself "That sure is the evermore truth, you'se telling…and my big family eating out of the store, I used that placed up in no time at all" (Hurston, 1948, p. 247-248). As a result, a white man "offered to trade" the store with some hogs. A good sense of humor displays Joe's tenacity and optimism. Joe claimed, "So then I was out of the store business and into the hog business, and figgered that I had done beat outa some fine hogs, and could make me independent living out of raising hogs" (Hurston, 1948, p. 248). When it comes to hogs, Joe said, "Them hogs must have been crossed with hound-dog or gator once. Man, they could eat…but look like they never put on no meat" (Hurston, 1948, p. 248). Obviously, Joe did not gain anything in raising hogs so that he traded a dozen hogs for a dozen chickens. Just as Joe deprecated himself, "I must be born for bad luck." It turned out to be another failure because the chickens did not lay

eggs. For Joe, he dreamt of making money to support his family through what he did. However, he suffered one failure after another, whose business experience was so funny that Jim "laughed and laughed" and "Arvay asked eagerly" to know more about him. Joe, not a fool, was "aware of the harshness under the surface gloss of reality" and expressed his "rich emotions in colloquial language, reflecting the contradictions in life" (Su, 2013, p.136).

In *Seraph*, humor is revealed not only by the black but the white, that is, under Hurston's pen, humor, a culture core of black people, is expanded to be used among white people. Humor is the core part of the special psychological mechanism and cultural tradition formed in the life of the black people in the American continent for hundreds of years. Hurston's humor, for black people, reflects the survival strategy, survival state of the African American nation and its resistance strategy to the external environment and internal factors that restrict the destiny of the nation. At the same time, humor is also a link between Heston's fighting spirit and humanity in his pursuit of democratic freedom ideal, which is not only his strategic choice to convey the democratic ideal, but also an important channel for him to express the faith of human nature.

IV. CONCLUSION

Based on the above analysis, it can be found that "there are many striking similarities between *Seraph on the Suwanee* and *Their Eyes Were Watching*" (Meisenhelder, 1999, p. 92). Exactly, "Hurston's final novel (*Seraph*) develops in a more complex way the themes that have already been raised in her earlier works" (Cronin, 1998, p. 22). Hurston does not deviate from but reiterates the themes in terms of resistance to oppression and discrimination, the affirmation of sell-discovery and fulfilment in novel writing as she had always done. Besides, Hurston, though she didn't say what she really means directly, tended to produce a special strategy by highlighting the white, who were put in the foreground throughout the novel while the black the background, to perform the black culture traditions and the influence of the black cultural tradition on the white mainstream culture, to strive for the possible equality of culture and race. Objectively, Hurston never forgets the infiltration of African American culture, aiming to enhance their national self-confidence and the sense of belonging of marginalized African Americans, to construct a hopeful spiritual home for helpless African Americans. "Her career is characterized by resistance to oppression, affirmation of sell-discovery and fulfilment, and celebration of her cultural origins." (Clair, 1989, p. 39-40)

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An Empirical Study of the Effects of Reading-writing Connection on Non-English Majors' Writing Performance

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Abstract—**College English writing has been considered as one of the most difficult parts in the field of foreign language teaching. On how to improve the writing performance of college students, a great many of scholars both at home and abroad conducted plenty of studies and achieved fruitful results. The purpose of this study is to investigate whether reading-writing connection has positive influence on the Non-English majors' writing performance. The study indicates that reading-writing connection indeed has positive influence on the Non-English majors' writing performance, especially in the aspects of content, language use, organization and vocabulary.**

Index Terms—**reading-writing connection, writing performance, Non-English majors**

I. INTRODUCTION

English writing, as one of the important language skills, is of great significance to both English teaching and learning. Meanwhile, it is one of the indispensable parts in various international and domestic large scale tests. Although it goes without saying that English writing plays a vital role in improving students' English proficiency, domestic researchers are concerned more about the overall proficiency of English. According to the research result from the database of Science Direct, Taylor & Francis, SAGE Publications, and Wiley Online Library, "Performance on Writing" has been the hottest Google search keywords in the fields of L2 writing in 2014. The fact shows that English writing has become a worldwide concern which needs to gather the wisdom and experience around the world.

According to Yang (2009), college students' English writing lags behind other language skills. It is believed that English examinations, to some extent, play a misleading role in the English teaching in China. The teacher-centered method in traditional English class has been seldom changed. Therefore, a number of problems ranging from discourse to grammar arose in students' compositions. The following items are the mistakes that students made in their writing practices: spelling errors, grammatical errors, bad cohesion and coherence, loose structures and vague expressions. Experts attribute these phenomena to the traditional teacher-centered method of teaching (Yu , 2014). The exam-oriented evaluation system is the dominant factor for the teaching method in China, which does not care much about students' reaction during the writing process. No specific writing course is offered for non-English major students in their curricula. Ji (2001), expressed his concern about foreign languages teaching. He noted that Chinese college students did not do well in English, not because of Intelligent Quotient but because of invalid teaching methods.

Huang (2002) also pointed out that writing in English was a discipline with very strong practicality. However, we normally lectured too much but wrote less. Writing was a neglected part in English teaching. Hence, how to improve students' writing ability becomes a serious problem that needs to be solved urgently.

As is mentioned above, Non-English major students, especially students majoring in music face great difficulty in improving writing competence and no special writing courses are offered for them. Music majors in this study refer to students who major in musical education, musical performance and vocal music with comparative lower scores in College Entrance Examination. Therefore, due to historical reasons, their English proficiency is weak in contrast with other non-English majors. The issue that most researchers and teachers face is: On the one hand, there are a large number of students with comparative insufficient English competence in the provincial universities; on the other hand, writing teachers are eager to find out a valid teaching method for writing classes. How can this problem be solved? The primary purpose of the study is to explore an answer for the question. Based on comprehensive literature review, the author came up with the topic "An Empirical Study of the Effects of Reading-Writing Connection on Non-English majors' Writing Performance". Ferris (2013) advised on identifying a research focus that interests, puzzles, or troubles us. The author has been a college English teacher for ten years and all along challenged by the course of English writing and by the need to pursue answers (or at least advice) for the future L2 writing courses. Ferris's remarks light up the author's way to do research on writing.

As is known to all, reading and writing are positively correlated. Based on this precondition, a teaching approach is adopted in this study to testify whether this approach suits the Non-English majors with comparative low English proficiency, and whether it can be popularized to the provincial universities.

II. THE SECOND LANGUAGE ACQUISITION THEORY OF KRANSHEN

A. Input Hypothesis

Krashen initially formulates the input hypothesis to acquaint learners to acquire a second language. According to Krashen's statement, the precondition for second language acquisition is to understand the target language since comprehensible input is the key ingredient in the process of learning a foreign language. "Acquisition can take place only when people understand messages in the target language, and learners will make rapid progress in learning structures a little bit higher than their current level" (Krashen & Terrell, 1983, p135-153). From the above statement, a fundamental point can be indicated that comprehensible input means that the language materials should be "a little bit beyond" the learner's language acquisition. On the contrary, if it is far higher than the learner's current level, acquisition will not take place, either.

According to Krashen, "i" refers to the learner's current level while "i+1" is defined as "comprehensible input", namely, the next stage that the learner's language development is supposed to get to. Krashen claims that the level of comprehensible input should be appropriately relative to that of the learner's current level, neither too high nor too close. While the activation conditions are suitable enough to activate the learner's brain acquisition mechanism, the comprehensible input will absolutely be absorbed by the learner, and has beneficial effects on the learner's acquisition. It is the teacher who takes vital responsibility of providing abundant comprehensible input for students. Furthermore, "the process of second language acquisition has both automatic process and control process while the automatic process comes from repeated practice" (Ferris & Hedgcock, 1998, p198). Repeated practice is the key ingredient in the learning process of an effective second language acquisition. Another essential condition for this is the learner's attention which is indispensable in the transformation of input into intake.

B. Affective Filter Hypothesis

In terms of Krashen's statement, it is not sufficient for learners to take in comprehensible input merely. Language acquisition won't take place under the circumstances of the following condition, that is, when the learners have emotional filtration, such as upset, depression, furiousness, nervousness, and frustration. They will resist the language input, as a result, causing the effective comprehensible input to decrease. The above analysis indicates that the learner fails to take in effective comprehensible input when they come across emotional filtration.

Krashen (1981) also argues that it is not sufficient to rely on comprehensible input for language acquisition, as massive input is not equal to intake. To learn language well, learner's emotional factor should be taken into account. Emotional factor includes motivation, confidence and anxiety. The only approach for language input to obtain acquisition mechanism and to be absorbed by the brain is through emotional filtration. In the process of second language acquisition, the learner's emotional factors have great influence on their language input, either preventing or accelerating the language acquisition. If the learner has strong motivation, clear purpose, faithful confidence, and proper anxiety, the emotional filtration will be weak. Otherwise, the emotional filtration will be strong. Consequently, the language intake will be prevented and the brain could not reach into the language acquisition device.

C. Jacob's ESL Composition Profile

Since its introduction in 1981, Jacob's ESL composition profile appeared to be not only the first that experienced an analytic type of scale but also the first that assessed a great many compositions. Jacob's profile consisted of five-component scales—content, organization, vocabulary, language use and mechanics. The five-component scales were originally employed to rate the international students' composition at Texas A. & M. University and later popularized among raters and researchers. What teachers should value most in students' composition was the most valuable item that Jacob emphasized when developing the weighting of each component. To be specific, content had the highest weight (30% of the total score). Moderate weight were given to language use, organization and vocabulary (25%, 20% and 20% of the total score respectively), while mechanic got the lowest weight (only 5% of the total mark). Researchers in China seldom use Jacob's ESL composition profile as an assessment to evaluate students' composition and only a few of them just mentioned it in their papers. In the wake of the above phenomena, a great scope was left for the author to carry on further research about Jacob's ESL composition profile in China.

III. METHODOLOGY

A. Research Questions

The primary purpose of this study is to make it clear that whether reading-writing connection can significantly improve non-English majors' writing performance by means of empirical study. To be more specific, the research questions are:

(1)Is the score in pre-test and post-test statistically different and significant at the level of contrast between experimental class and control class?

(2)In what aspects does the reading-writing connection affect students' writing performance?

(3)What are students' attitudes toward the new teaching approach?

B. Participants

A total of 80 students majoring in musical education at Taishan University, Shandong province were involved in the study. These 80 students were chosen from 124 freshmen in the school of music. All of them started learning English in primary school and students' age ranged from 17-20. Based on the results of vocabulary test and pre-compliance English test, they were divided evenly into experimental class and control class randomly.

C. Instruments

Three kinds of instruments were employed in this study to collect data—an interview and two writing tests (pre-test and post-test). The interview was designed for qualitative data collection while the pre-test and the post-test were used for the purpose of quantitative data collection to enhance the reliability of the study.

D. Interviews

From April 10th to 19th, the interview was carried out by means of audio-recording and was written down by the author at the end of the experiment. Six students representing three different English proficiency levels were interviewed face to face separately with the same questions. It took 20 minutes for each student to answer all the questions during the interview. The interview included these aspects: (1)What is the students' attitude toward the new teaching method about English writing? (2) In what aspects does reading-writing connection affect students' writing performance? (3)What kind of suggestions do you have for the new teaching method? (4)What kind of books do you like to read in the intensive class apart from the present books?

E. Reading Materials

Since the major objective for the study was to explore whether the reading-writing connection could make great difference to the Non-English majors' writing proficiency, the selection of the reading materials should be attached great importance. Before that, a vocabulary test was held to evaluate the subject's vocabulary and the results indicated that the amount of vocabulary for music majors was approximately 3000. The test paper was adapted from Xu (2013) and Nation (1983), and 100 words correspond to the vocabulary level of 5000. According to the regulation of the Ordinary High School Standard English Curriculum, the amount of vocabulary should be approximately 3500 after graduation from high school. As can be seen from the above data, the English proficiency of music majors remains at the level of high school graduates. Thus, both the degree of difficulty and the attraction of the materials will be taken into consideration in the matter of selecting reading materials.

With regard to what amount of vocabulary could make great difference in improving students' writing ability, the author consulted a great many references, no suggestive figures were confirmed other than the definite time period, that is, about two years. Xu (2007) proposed that it took approximately two years for the students' improvement to become manifested by the approach of reading-writing connection. Due to the limitation of practical conditions, the experimental duration of this study was only six months. To ensure the quality of the experiment, the reading materials were chosen cautiously by the author. Two kinds of reading materials were distributed to the students. One was the *Oxford Bookworm* rank 6 (abridged edition), the other was *Culture Smart!—Britain*.

Foreign language teaching and researching press published a set of abridged edition English novel reading materials—*the Oxford Bookworm*. The set of books which deal with the difficulty of the traditional novels provide a large school of reading materials for diverse readers. There were six ranks for the set of books, among which the 6th rank is intended for the first-year college students. The 6th rank consists of 5 books, including *Jane Eyre* (27400 words), *Oliver Twist* (23700 words), *Pride and Prejudice* (25400 words), *The Woman in White* (29100 words), and *Tess of the D'Urbervilles* (29400) with a total of 135000 words in all. Considering that each article was over 1000 words in *New Horizon College English Reading Book One* (the second edition), the reading materials that the students in the experimental class finished reading equating 135 articles in the text book, which was twice as much as those in the control class.

IV. RESULTS ANALYSIS

Jacob's ESL composition profile assessment was exploited to assess the students' compositions. Practice proved that this assessment was simple and easy to operate as it defined several subscales for the teachers to refer to. As is shown in Table 3.6 of Chapter three，the Pearson correlation for the two teachers' trial marks was significantly correlated to one another. Thus, it was relatively fair and rational to assess students' compositions. The question was analyzed by means of independent sample test and paired sample test in order to assess the resulting difference between EC and CC.

To answer this question, it was necessary to compare and analyze the data from the two classes respectively in the pre-test and post-test, together with the data of the two classes before and after the test.

A. Data Analysis of Pre-test between EC and CC

The data of the pre-test between EC and CC was analyzed by means of SPSS 17.0 with an independent sample test. The mean and standard deviation for each variable, as well as t-value and significance (2-tails) were calculated, and the result was shown in Table 4.1. From the Table, it was clear that the difference between EC and CC in the pre-test at the very beginning of the experiment was not statistically significant (t=0.13, p=.90). Furthermore, the mean of CC was slightly higher than that in the EC. These results suggested that the students in EC and CC were fair with a similar level

of writing performance at the very beginning of the experiment.

TABLE 4.1
INDEPENDENT SAMPLE TEST OF EC AND CC IN THE PRE-TEST

Group	Number	Mean	S. D.	T	P(2-tailed)
EC	40	68.69	20.31		
CC	40	68.09	20.41	.13	.90

B. Data Analysis of Post-test between EC and CC

Post-test was carried out at the end of the experiment six months after the pre-test and data analysis was conducted in exactly the same way as those in the pre-test. As shown in Table 4.2, the mean of EC was much higher than that in the CC and there was a noticeably statistical significance (t=2.26, p=.03) between EC and CC. The results suggested that the students in both EC and CC made progress, but the former performed even more apparent compared with the results of the pre-test.

TABLE 4.2
INDEPENDENT SAMPLE TEST OF EC AND CC IN THE POST-TEST

Group	Number	Mean	S. D.	T	P(2-tailed)
EC	40	78.64	14.20		
CC	40	70.44	18.00	2.26	.03

C. Comparison between Pre-test and the Post-test of EC

Comparison between the pre-test and the post-test of EC was analyzed, using SPSS 17.0 with paired sample test. The mean and standard deviation for each variable, as well as t-value and significance (2-tails) were calculated, and the result was presented in Table 4.3. The figures showed that the mean of the post-test was higher than that in the pre-test and it was found out that the relationship between pre-test and post-test was statistically significant (t=-2.44, p=.02). The results indicated that the new teaching approach—reading-writing connection positively affected students' writing performance in EC.

TABLE 4.3
PAIRED SAMPLE TEST BETWEEN THE PRE-TEST AND THE POST-TEST OF EC

	Number	Mean	S. D.	T	P(2-tailed)
Pre-test	40	68.69	18.00		
Post-test	40	78.64	14.20	-2.44	.02

D. Comparison between Pre-test and the Post-test of CC

TABLE 4.4
PAIRED SAMPLE TEST BETWEEN THE PRE-TEST AND POST-TEST OF CC

	Number	Mean	S. D.	T	P(2-tailed)
Pre-test	40	68.09	20.40		
Post-test	40	70.44	18.00	-.48	.63

As shown in Table 4.3, like-wise, the comparison between the pre-test and the post-test of CC was shown in Table 4.4 (See Table 4.4). From Table 4.4, it was apparent that statistical difference was found to be less significant in the pre-test and post-test of CC (t=-0.48, p=.63). The results suggested that the traditional teaching approach did not have effective impact on the improvement of students' writing performance.

Research question 2 mainly focuses on the concrete terms, namely, in what aspects does the new teaching approach affects students' writing performance in terms of the five subscales in Jacob's ESL composition profile assessment.

E. Comparison of Five Subscales in the Pre-test between CC and EC

TABLE 4.5
INDEPENDENT SAMPLE TEST OF FIVE SUBSCALES IN THE PRE-TEST (EC VS. CC)

Pre-test	CC		EC		T	P(2-tailed)
	Mean	S.D.	Mean	S.D.		
Content Organization	22.47	5.55	20.27	5.27	-1.80	.07
Vocabulary	14.52	3.90	13.27	4.07	-1.69	.09
Language Use	14.50	3.70	13.45	4.16	-1.18	.24
Mechanics	17.22	5.40	14.16	6.44	-2.29	.03
	3.58	0.99	3.31	1.01	-1.22	.23

Table 4.5 showed the results of a comparison between EC and CC of the five subscales in the pre-test. The independent sample test revealed no significant difference between EC and CC in terms of content (t=-1.8, p=0.07),

language use (t=-2.29, p=0.03), organization (t=-1.69, p=0.09), vocabulary (t=-1.18, p=0.07), and mechanics (t=-1.22, p=0.23). On the basis of the above results, we can see that four of the subscales showed no significant difference between CC and EC. The results indicated that at the beginning of the teaching experiment, students in EC did not differ from those in CC. In other words, students in both EC and CC had similar writing performance.

F. Comparison of Five Subscales in the Post-test between CC and EC

TABLE 4.6
INDEPENDENT SAMPLE TEST OF FIVE SUBSCALES IN THE POST-TEST (EC VS. CC)

Post-test	CC		EC		T	P(2-tailed)
	Mean	S.D.	Mean	S.D.		
Content Organization	19.58	5.09	25.66	4.23	5.79	.00
Vocabulary	13.73	3.72	16.02	3.11	2.98	.00
Language Use	13.77	3.70	16.01	3.11	2.92	.00
Mechanics	16.21	5.64	18.87	4.27	2.38	.02
	3.63	0.96	3.96	0.70	1.73	.09

From the figures in Table 4.6, it was apparent that the situation changed at the end of the experiment. There was significant difference between EC and CC with reference to the content (t=5.79, p=.00), language use (t=2.38, p=.02), organization (t=2.98, p=.00), vocabulary (t=2.92, p=.00) and mechanics (t=1.73, p=.09). The results suggested that students in EC surely made remarkable improvement in writing performance after the experiment, especially in the aspects of content, organization, vocabulary and language use, but it did not show obvious progress in CC.

G. Comparison of Five Subscales between Pre-test and Post-test in CC

TABLE 4.7
PAIRED SAMPLE TESTS OF FIVE SUBSCALES BETWEEN PRE-TEST AND POST-TEST IN CC

CC	Pre-test		Post-test		T	P(2-tailed)
	Mean	S.D.	Mean	S.D.		
Content Organization	22.47	5.27	19.58	5.09	6.76	.00
Vocabulary	14.52	3.90	13.73	3.72	5.88	.00
Language Use	14.50	3.76	13.77	3.47	4.64	.00
Mechanics	17.22	5.47	16.21	5.64	5.48	.00
	3.58	0.99	3.63	0.96	-0.81	.42

Table 4.7 presented the results of comparison between the pre-test and the post-test in CC. As shown in Table 4.7, the results did reveal significant difference referring to the content (t=6.76, p= .00), language use (t=5.48, p=.00), organization (t=5.88, p= .00), vocabulary (t=4.64, p= .00) and mechanics (t=-0.81, p= .42). Although results showed significant difference, the mean of pre-test was higher than those in the post-test. Thus, the results indicated that, compared with the new teaching approach, the traditional one contributed less to the improvement of students' performance. However, it should be admitted that the traditional one did have great impact on the improvement of the mechanics.

H. Comparison of Five Subscales between Pre-test and Post-test in EC

TABLE 4.8
PAIRED SAMPLE TESTS OF FIVE SUBSCALES BETWEEN PRE-TEST AND POST-TEST IN EC

EC	Pre-test		Post-test		T	P(2-tailed)
	Mean	S.D.	Mean	S.D.		
Content Organization	20.27	5.54	25.66	4.23	-9.58	.00
Vocabulary	13.27	4.07	16.02	3.11	-6.54	.00
Language Use	13.45	4.15	16.01	3.11	-5.61	.00
Mechanics	14.16	6.44	18.87	4.27	-6.40	.00
	3.31	1.01	3.96	0.70	-5.12	.00

Table 4.8 illustrated that massive improvement was made in EC in the post-test in terms of content (t=-9.58, p= .00), language use (t=-6.40, p= .00), organization (t=-6.54, p= .00), vocabulary (t=-5.61, p= .00) and mechanics (t=-5.12, p= .00). The results indicated that the new teaching approach had obvious impact on the improvement of students' writing performance.

In summary, there was remarkable statistical significance between EC and CC in the post-test while no obvious difference in the pre-test. Moreover, the mean of EC in the post-test outnumbered that in the CC, which was slightly lower than the mean of CC in the pre-test at the very beginning of the experiment. Thus, it could be concluded that integration reading with writing would be one of the predominant factors in creating the significant difference between EC and CC.

V. Key Findings of the Study

A preliminary finding from this study indicated the following results. Firstly, reading-writing connection not only had remarkable influence on Non-English majors' writing performance but also contributed effectively to the improvement of their writing performance, which greatly encouraged the teachers who taught students with similar English proficiency. Secondly, in particular, reading-writing connection showed significant effectiveness for students' writing performance in the aspects of organization, language use and vocabulary. Thirdly, most students had positive attitudes towards the reading-writing connection and considered it to be more interesting and efficient than the traditional one. At last, Jacob's ESL composition profile was simple to operate and reliable for teachers to assess students' compositions, which could be a good reference for other teachers.

For the sake of clarity, the pedagogical implications will be presented from three aspects. In the first place, it will be described from the perspective of the students. The participants in this study were actually majoring in musical education. As an English teacher who had taught music majors for more than five years, the author made attempts to search for a proper way for students with comparatively insufficient English proficiencies, and to prove that most learners could be active and participative when a suitable approach was available. The results of the present study confirmed that students could learn English well and write excellent compositions, as long as the appropriate teaching approach was used to inspire their enthusiasm.

In the second place, there are some implications for college English teachers. Most English teachers all along have been considering writing as the most difficult course since they have no idea on how to deal with the relationship between writing instruction and writing practice during classes. Some teachers just explain writing instructions for the whole class without interacting with students while others assign proposition thesis over and over again without any writing instructions. In this study, it is proved to be successful that the author assigns compositions relating to the reading materials. Even for the students in CC, the writing practices were also based on text books. It will not only reduce the writing difficulty but also increase the total amount of writing practice.

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Nigerianism in Nigerian English: A Reflection of Ethnolinguistic Situation

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Abstract—The study discusses the structure of Nigerian English with a view to examining the influence of Nigerian indigenous languages on this variety of standard English. Data for the analysis were obtained from twelve respondents selected from each of the three major national languages, namely; Hausa, Igbo and Yoruba. This study was carried out using a case study design. Oral test by reading three different texts, and observation were used as instrument to elicit data. The corpus revealed that interlanguage transfer is a major factor that influences the students in the pronunciation of English words. A number of grammatical issues borne out of mother tongue interference were equally discovered. The prominent roles ascribed to the English language led to the desperation by Nigerians to speak the language to the extent of inclusion of some linguistic forms from different indigenous languages. However, the paper affirms that Nigerianism should not be seen as evidence of weak proficiency in English. Rather, it should be viewed as possible signs of acculturation, and creative tendency that are associated with first language (L1) and/or mother tongue usage.

Index Terms—ethnolinguistic, interference, mother-tongue, national language, Nigerianism, second language

I. INTRODUCTION

Sociolinguistic scholarly investigations have shown that linguistic and social variables coexist. The extent of their influence varies though universal. It is generally agreed that the progressive expansion of the English language worldwide has made it almost everywhere in the world. Decades after the independence, the language still waxes stronger and has assumed a more important status in Nigeria. In addition to being the medium of social and inter-ethnic communication, English is an official language used to conduct legislative, executive and judicial functions at the three tiers local, state and federal government levels.

As a result of the fundamental role the Nigerian constitution ascribed to English, it becomes more or less indispensable in the lives of people. For instance, proficiency in the language is generally required for admission to tertiary institutions and even primary schools where it is a medium of instruction. Due to its prestigious place among over 500 languages in Nigeria, an individual is considered uneducated if s/he cannot converse in English, notwithstanding his competence in his mother tongue or first language. According to Babajide (2001), it becomes a necessity for any Nigerian that wants to be relevant in his socioeconomic and political activities to learn and acquire some appreciable level of English.

Given the adoption of English as second and official language, Nigerians always explore their linguistic resources, largely influenced by mother tongue, to introduce some culture-specific vocabulary items into the English language to express their communicative needs, and this has given rise to a hybrid language such as the Pidgin language or *Naija*, and Nigerian English which is the concern of this paper. This creativity manifests in coinages that reflect the Nigerian ethno-cultural experience. There is rapid increase in the available lexicon used by Nigerians to express their thought in Nigerian English. This lexicon, which is at variance with the native speakers' lexis, contains different coinages to suit the cultural situation and context of usage. This view is corroborated by Odebunmi (2006) that the socio-cultural diversity that exists between the English (European) people and Nigerians (African) provides an avenue for new lexical items to emerge. Odebunmi further notes that before the emergence of the English language in Nigeria, the Nigerian indigenous languages are used to express innermost thoughts, norms, experiences, and the people's culture and with the advent of English in inter- and intra-ethnic communication, new lexical items are bound to develop.

The concept Nigerianism, according to Jowitt (2000), could be viewed as a variety of English form that incorporates the phonological, grammatical and semantic features of any Nigerian language in its linguistic structure. An occurrence or intrusion of this linguistic form in the utterances of any Nigerian while speaking English, notwithstanding the level of education, is known as mother tongue interference or cross-linguistic influence. Weinreich (1968) views it as a disturbance in language systems of the bilinguals. This linguistic transfer largely occurs unconsciously. Researchers like Jowitt (1991), Bamgbose (1995), Bobda (1995), have affirmed the indispensability of English in a second language situation and have examined the variety differentiation and the use of English in Nigeria but none has seen the mother tongue interference as a form of linguistic creativity. However, this paper views interference as signs of acculturation,

and creative tendency that are associated with first language user in a bid to express his innermost thoughts that are not captured in the standard English.

Scholars differ in their opinions on the existence of Nigerian English. For Jowitt (2008), this variety exists. He succinctly illustrates the divergent views as "left", "right" and "centre" in reaction to the attitude of scholars to tolerance of learners' errors. Scholars on the left position support Adetugbo (1979a), Kachru (1982) and Odumuh (1987) that Nigerian English exists as by right and it is freely used by the literary scholars in their creative writings. Those who hold the "right" view maintains that the peculiar usage noticed in the Nigerian English does not elevate it to be viewed as standard. The standard variety of a language is always generally acceptable and utilised by the literate section of the speech community. The absence of standard is apparent in the systematic errors noticed in the usage and the lack of institutionalization, in the non-existence of any dictionary embracing its usage (cf. Salami 1968, Adesanoye 1973). The central position is widely adopted by scholars. For them, Nigerian English exists in the usage of the educated Nigerians though its features are not yet codified (Grieve 1966, Banjo 1971, Bamgbose 1982, Jibril 1986, Adegbija 2004, Jowitt 2008). This view suggests why Bamgbose (1998) advocates that its codification and acceptability are the most important requirements.

According to Igboanusi, (2006:490-497) says, "In fact, some Nigerians often claim that they can identify the ethnic origin of a Nigerian based on the peculiarities of his/her speech. While this assertion may not be true in most cases, it is an open recognition of the existence of differences in the English language pronunciation patterns of Nigerians. The present investigation underlies the need for contrastive studies of both ethnic and national/regional varieties of English in order to clearly specify peculiarities and commonalities."

The inexhaustible desires by Nigerians to reduce their communicative needs into language have led to re-expressions to conform to the cultural situation and context of usage. The inability of the English language to adequately express every aspects of Nigerian culture has given rise to improvisation creatively formed from Nigerian English lexis and culture-specific lexical items that depict the Nigerian ethnolinguistic situation. The major objective of this paper is to examine the influence of Nigerian indigenous languages on the standard English in which such interference is seen as a reflex manifestation of linguistic creativity of a bilingual speaker.

II. EMPIRICAL

Related studies on the influence of indigenous languages on the English language abound. For instance, Kridalaksana (1985) recorded that there are linguistic interference difficulties students faced in mastering a second language due to their competence in their mother tongue. Interference according to him is noticeable at the phonological, grammatical, lexical, and semantic levels. He noted that in South Sulawesi, there are people who are multilingual because they can speak Buginese and Makassarese as well as English. He found that negative transfer of some linguistic forms of either Buginese or Makassarese to the pronunciation of English are very apparent. According to him at the phonological level, a Buginese speaker realizes these English sounds /θ/ /f/, /z/, /ʃ/, found in words like 'think' /θɪŋk/ as /ting/, 'of'/əv/ as /op/, 'all' /oːl/ as /al/, 'zoom' /zuːm/ as /sum/, shy /ʃaɪ/ as /sai/.

Bennui (2008) carried out a research to describe the problems that Thai students faced with mother tongue interference in the learning of English as a Foreign Language in their communicative functions. The study showed there was a considerable level of first language or mother-tongue intrusion which denotes more negative transfers rather than positive transfers in students' written form of English. This result further shows the different kinds of error manifestation evident in the use of vocabulary, phrases, clauses and sentence structure. The study recommends that teachers lay emphasis on every aspect of L1 interference while teaching students.

III. METHODOLOGY

This study is a qualitative research design. The data were elicited from twelve respondents (four from each of the three major national languages) through reading drills. This predisposes the researchers to observe the possible intrusion of extraneous linguistic forms influenced by the respondents' ethno-linguistic background. The readings which were later transcribed were recorded on three different midgets based on the number of languages under consideration. The identified interference was identified, described, explained, and evaluated according to Ellis (1997).

IV. LINGUISTIC FEATURES OF NIGERIAN ENGLISH

Though there seem to be a lot of similarity in the spoken English of Nigerians, it is appropriate to discuss some areas of dissimilarities in the English pronunciation of Nigerians from different ethnic and linguistic backgrounds. The features that mark Nigerian English are largely within the core linguistic aspect like phonology, morphology, syntax, semantics and pragmatics.

A. Phonological Level

Comparison of phonemes of the Standard English and Nigerian English could be categorised as convergence and divergence in terms of similarities and differences. Where no difficulty is experienced in attaining the almost target language proficiency in English, it is described as a case of convergence or similarity. It is divergent when difficulty is

experienced in the pronunciation of the English phonemes. This occurs because some sounds in English phonemic inventory are non-existent in the phonemics of such Nigerian languages. This, actually, is not unexpected since there are no two languages with the same phonological structure. Most interlinguistic intrusions occur at the phonological level, these are noticeable at the sound, stress, intonation and syllable units.

For example, Yoruba speaker of English will manifest the underlisted pronunciations:

The RP /z/ in zoo /zu:/ is substituted for /s/ as in /su:/

The RP /v/ in van /væn/ is substituted for /f/ as in /fæn/

The RP /ʧ/ in church /ʧɜːʧ/ is substituted for /ʃ/ as in /ʃɔːʃ/. This realization is as a result of MT interference since the sound /z, v, ʧ/ do not occur in Yoruba;

/h/ hardly features in Yoruba hence its occurrence in YE gives two different realisations—first, deletion at the word-initial positions such as *andsome* for handsome, *ouse* for house, *eadache* for headache, and second, insertion borne out of hypercorrection like [hai] for eye, [ha:t] for art.

The absence of /h/ in Yoruba speech pattern may also be the justification for the choice of the indefinite article ''an'' in collocations such as: *an holiday, an herbalist, an historian*, etc.

1. the specific features of IE pronunciation

Igbo pronunciations of English have been greatly influenced by the attitude of Igbo to imitate other peoples' culture including the language habits. However, there is alternation between /l/ and /r/ found among some Igbo speakers from Anambra and Enugu States in some expressions like: *sullounded (for surrounded), *dangelous (for dangerous), *crinic (for clinic), *prug (for plug), *rocal (for local), *Cathoric (for catholic), *virrage (for village), *plamary (for primary), *play (for pray). The Igbos are also easily known when they pronounce /e/, the mid-short front vowel rather than /eI/, a diphthong, and /l/ the voiced alveolar liquid, instead of /r/, the post-alveolar frictionless continuant consonant. The alternation between /l/ and /r/, noticeable among Igbo speakers of English, is always dramatized as a form of stigmatized accent peculiar of them.

Also, the production of the English phonemes /p/ and /f/ poses some difficulty to Hausa speakers of English. For instance, /f/ is replaced with /p/ in the word *'people'* rendered as /fi:ful/ *fifle* instead of /pi:pul/. Hausa accent is often satirized for the switching which is prominent in the use of /p/ and /f/, and the replacement of /b/ with /v/. Examples are *dippiculty (for difficulty), *priend (for friend), *froblem (for problem), *pone (for phone), *bery good (for very good). These Hausa English examples result from mother-tongue intrusion. Whereas /p/ and /f/ are allophones in Hausa, the phoneme /v/ is non-existent in the Hausa phonology. These accents serve as ethnic group markers.

A typical Nigerian English speaker reduces the distinction in vowel quality between short and long vowels. This is linguistic nativization of Nigerian language vowels and consonants for English ones (Odumuh, 1987 and Jowitt, 2000). Non-native English speakers articulate the language segmentally and suprasegmentally. For instance,

/e/ is substituted for /ei/   as in day
/o/ is substituted for /əu/   as in go
/a/ is substituted for /a:/   as in car
/u/ is substituted for /u:/   as in book
/t/ is substituted for /ө/   as in thought

2. syllable structure

CV, notes Jakobson (1968) and Gimson (1980), represents the most primitive and without doubt historically the oldest of all syllable types, the only one which is general in all languages. Besides, it is the one which is learned by the child in language acquisition. Any other type other than this often generates complications as in how to determine the exact syllable boundaries. The syllable structure of many indigenous Nigerian languages is consonant-vowel (CV), hence the phonotactic constraint compels Igbo and Yoruba English users to insert epenthetic vowel to break consonant cluster. This insertion changes the original English pronunciation. The insertion of epenthetic vowels especially /u/ and /i/ are also used at word-final syllabic consonant in conformity to CV syllable structure (cited in Babarinde, 2015: 67).

Yoruba
card /káàdì/
glass /gíláàsì/
inch /ínínsì/
bread /búrɛ́dì/
alum /álɔ́ɔ̀mù/

3. tone influence

The stress patterns of Nigerian English unconsciously replaced by tone. This is because almost all the Nigerian indigenous languages are tone languages. This replacement of stress pattern of English with tone produces wrong pronunciations of stressed English words:

ma'dam ⟶ màdáámú
o'ffice ⟶ ọ́fììsì
re'cord ⟶ rɛ́kọ́ọ̀dù

On intonation, Odumuh (1987) and Kperogi (2007) had earlier observed that Nigerian languages are syllable-timed rather than stress-timed rhythm nature of English. According to them, syllable-timed rhythm is used by Nigerian

English speaker with a reduced intonation. All these features distinguish the Nigerianism in Nigerian English as a distinct speech habit of Nigerian English speakers.

B. Nigerianism Influence on the Grammatical Structure of Nigerian English

The influence of ethnolinguistic experience of Nigerian speakers of English is also apparent at the word level. Such features like the introduction of culture-induced lexical items, back formation, semantic shift, different verb–preposition combinations, the omission of function words, semantic extension of L1 lexical items, retention of anaphoric pronoun in non-subject relativization and some Nigerian L1-induced grammatical structures among others. These are explained below:

1. *omission of function words 'the' and 'a/an'*

The grammatical error ignorantly committed by Nigerian English speaker is not unconnected with their strict application of the grammatical structure of sentence construction in Nigerian indigenous languages to the standard English. Analysis of data obtained from the respondents who were students of the University of Nigeria, Nsukka has shown that this error arising from the omission of definite and indefinite article is not limited to the uneducated folks. The situation can be illustrated with the following sentences obtained from the English of Hausa, Igbo, and Yoruba respondents. Examples here are sample representatives of what obtains in all the national language.

    a.   *We are in market.   'We are in the market.'
    b.   *I will like to be engineer.   'I will like to be an engineer.'
    c.   *I study at University of Nigeria, Nsukka.   'I study at the University of Nigeria, Nsukka.'
    d.   *I have lecture by 9am.   'I have a lecture by 9am.'

The source of this form of grammatical deviation from standard English is cross-linguistic interference from Nigerian indigenous languages to English. The challenges of a Yoruba English user for instance is that of a little shift between the English articles 'the', 'a/an', and 'naa', 'kan' in Yoruba respectively. Although there is a shift, these articles, unlike in English, are not realized as pre-modification element in the Yoruba language. This means that *náà* (the), *kan* (a/an) are realized as qualifiers, as in:

    1.   ilé   náà
        (house the) 'the house'
    2.   àdá   kan
        (cutlass a) 'a cutlass'
    3.   ẹyin   kan
        (egg   an) 'an egg'

Given this structural difference, the Nigerian English bilinguals remain inconsistent by wrongly using the articles, or omit them, or include them sometime.

2. *misappropriation of ordinals and cardinals*

Ordinator 'one' is another feature of Nigerianism which can be traced to the Nigerian English. Ordinator is used in place of the indefinite article 'a', as in:

    a.   *He got one chair.
    b.   *One man is going.

The use of cardinal 'one' for 'a' arises from the confusion of 'one' with the indefinite article 'a/an'. The reason for this is not far-fetched. In Yoruba for example, an exponent 'kan' corresponds to 'one' and 'a/an' in English, as in:

    a.   Igo   kan
    (bottle one/a) 'one/a bottle'
    b.   Ile ifowopamo kan
    (bank one/a) 'one/a bank'

The problem associated with the appropriate use of 'one' and the indefinite article 'a/an' predisposes the Nigerian user of standard English to translate and transfer the only available form in his/her mother tongue into English as seen above.

3. *redundant use of adjectives*

The perpetual redundant use of demonstrative and possessive adjectives *that* and *my, our, your* respectively is another feature of Nigerianism often displayed especially by the Yoruba English speakers while using Nigerian English.

    a.   *Give me that my book.   'Give me that book.' Or, 'Give me my book.'
    b.   *Where are those our books.   'Where are those oranges?' Or, 'Where are our oranges?'

4. *misapplication of pronoun*

The transfer of the pronoun *àwọn/wọn* 'they' conventionally used as honorific pronoun in the Yoruba languages into English is another notable instance of Nigerianism peculiar to Yoruba English user. It is used generally used in the language as a pronoun for two or more persons, or an indefinite group of people in a context, or for an elderly individual. Examples are:

    a.   * *They* attended the meeting.   which could be,   'The principal attended the meeting.'
    b.   *They* are calling you.   which could be,   'My father is calling you.'
    c.   *They* swept the room.   which could be,   'The elder sister swept the room.'

They can as well still function as third person plural marker.

Besides, reflexive pronouns such as *themselves* and *ourselves* are noticeable influence of indigenous languages on Nigerian English. These pronouns are used in place of *each other*, as in:

a.   * Chima and I are looking at *ourselves* (each other)
b.   * Immediately we see *ourselves* (one another), Kunle, Tunji and I began to play.

This could be the transfer of the corresponding intuition like *ara wa or ara wọn* which corresponds to *ourselves/themselves*, or *one another/each other* respectively in Yoruba, an indigenous language to English.

5. *the use of 'to-infinitive' and the improper use of phrasal verbs*

An examination of the data collected shows dropping of an infinitive *to* that usually precedes verbs. This is noticeable in the speech habit of highly educated Nigerians, and it cuts across all the ethnolinguistic divides of the Nigerian society.

*This will allow me attend a crucial meeting.   'This will allow me to attend a crucial meeting.'

The inappropriate use of prepositions also dotted Nigerianism use of the English language phrasal verbs.

a.   *I wish to *congratulate you for* your promotion. (congratulate on)
b.   *Let us discuss *about* the project. (discuss the project)
c.   *She insists in doing it. (insist on)

6. *lexical features of Nigerianisms*

Semantic extension, semantic shift, and coinage are some noticeable lexical features in Nigerian English.

1). *semantic extension*

Semantic extension refers to the process through which one or more semantic senses within the same or another conceptual domain are added to a language. Semantic extension here implies the inclusion of meaning(s) to a given standard English word by Nigerian bilinguals.

a.   It is at the *tail end*.
b.   The meeting is scheduled for *9pm in the night*.

2). *semantic change*

This is a form of language shift regarding the creation of new words usage in which its modern meaning is different from its original usage. In other words, the central context of the word becomes marginalized.

a.   The *machine* is not working. (machine for motor-cycle especially among Yoruba English user.
b.   Get me some bottles of *minerals*. (minerals for soft drinks)

3). *coinage*

This is a manifestation of creative nature of language whereby new words are formed by Nigerian English bilinguals to express their culture-induced communicative needs that are non-existent the standard English. Nigerian English across different ethnolinguistic regions manifests use coinage as a productive word-formation process to express their thoughts.

a.   She had a *carryover* in GNS 101. (She failed or referenced GNS 101.)
b.   The man said he was caught up in *go-slow*. (traffic jam)
c.   We are about to *enter* the motor at the park. (board the vehicle)
d.   He is doing *four-one-nine* (advance-fee-fraud)

V. Conclusion

The data analysis has further justified the commonly held assertion that that there is no language that is self-sufficient to cater for all its communicative needs. Nigerians are very creative in their use of the English language, being a second and an official language, to express their need, feelings and desires. The extent of their creativity is made manifest in the way Nigerianism, that is, the influence of indigenous languages is apparent in their speech habit in their conscious effort to achieve relevance within the sociocultural environment. The cultural fact persists; the various linguistic and socio-cultural thoughts of Nigerians cannot be sufficiently expressed in the standard form of the English language where Nigerians do not have both the linguistic and communicative competence hence, the different lexical derivations, creativity and improvisation to adapt to the situation and context of usage of the language. Ogunsiji (2004) notes that though scholars are still inconclusive about the features of Nigerian English, but it is certain that there is Nigerian English with its own peculiar characteristics which are determined by the Nigerian socio-cultural environment. However, in line with the view of this paper, Kperogi (2007) observes that Nigerian English should not be seen as being a substandard variety of standard English. It should rather be seen as a legitimate national variety that has emerged out of our experiences as a post-colonial multilingual nation. It can therefore be taken as a Nigerian language since it provides another means for Nigerians to express their culture. Its pride of place in Nigerian context will remain unchallenged especially now that the so-called Nigerian English has been further reduced to a broken form known as Nigerian pidgin English or *naija*. It is time Nigerian government accords it all the necessary attention it deserves.

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On the Translation Memetics for Archeology Text: A Case Study of the *Archaeological Excavations at Royal Cemetery of Haihunhou State in Han Dynasty*[*]

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Abstract—**Memetics, based on Darwin's evolutionism, explains the process of cultural evolution from cultural perspective whose core content is the imitation and replication of the form and meaning of memes under the different contexts. Coupled with colorful pictures, *The Archaeological Excavations at the Royal Cemetery of Haihunhou State in the Han Dynasty* records the most famous archaeological excavations in Nanchang, Jiangxi, China in recent years. This paper studies the dissemination ways in archeology translation in the book and finds out the respective characteristics of genotypic translation and phenotypic translation, so as to examine and explain the translation phenomena from the perspective of translation memetics, aiming to provide a new theoretical direction for the study of archeology text translation.**

Index Terms—**memetics, haihunhou state, archeology text**

I. INTRODUCTION

Based on the biologist Darwin's evolutionism, memetics is a new theory to explain cultural evolution, which refers to the thoughts or ideas that are imitated and spread among the people in cultural field, and then are passed down from generation to generation. They survive by replicating and disseminating, so language is one of its carriers. In 1997, translation theorist Andrew Chesterman published *Memes of Translation: The Spread of Ideas in Translation Theory*, which laid the theoretical foundation for translation memetics. Since then, many scholars have actively participated in the study of the theory and applied it to the fields of teaching methodology, psychology, sociology and linguistics and so on. These researches have improved and enriched the theoretical framework of translation memetics to a certain extent.

In recent years, the archaeological excavation of Haihunhou State in Nanchang, provincial capital of Jiangxi, China, has gained wide attention at home and abroad. Royal Cemetery of Haihunhou State in Han Dynasty is the largest tomb which was a best-preserved settlement site in Han Dynasty with richest cultural relics for historical research in China. The book, *The Archaeological Excavations at the Royal Cemetery of Haihunhou State in the Han Dynasty*, vividly introduces the archaeological excavation works through the written records with a perfect balance between Chinese and English by colorful pictures. Nowadays, in the context of global cultural integration, it is worthy of our attention and effort to better spread Chinese archaeological achievements to the outside world. This paper will apply translation memetics as the theoretical tool to analyze and explore the translation phenomena in archeology text translation in the respects of meme replication and dissemination.

II. THEORETICAL REVIEW

Memetics originated from Darwin's famous evolution theory that "It's the biological law for natural selection and survival of the fittest". In 1890, French sociologist Gabriel Tarade proposed in his book *The Laws of Imitation* that social communication is the direct or indirect result of various forms of imitation, and he believed that the history of the entire society is also the history of imitation, which means that imitation could promote the generation of inspiration for invention, that is the common wealth of mankind. Then, in 1976, Oxford University scholar Richard Dawkins published his famous book *The Selfish Gene,* proposing the term "meme" for the first time and explaining how thoughts are spread from person to person by using "meme", and later, his student Blackmore published *The Meme Machine*, which continues to study "meme". Blackmore expanded the scope of memes and established memetic theory, thinking that any

information which was obtained by imitation and copying can become a meme, also the characteristics and manifestations of the meme itself will make it easier to copy the meme. Subsequently, the researches on "meme" followed one after another and began to involve many more fields. Later in 1997, Finnish translation theorist Chesterman first combined "meme" with translation in his *Memes of Translation: The Spread of Ideas in Translation Theory*. He analyzes translation thoughts in various periods with the help of meme as the medium, then combined relevant translation concepts, viewpoints, strategies and values with memetics to systematically develop the theory "translation memetics".

The study of meme and translation memetics started late in domestic. On April 30, 2003, He Ziran and He Xuelin published an essay *Memetics and Social Pragmatics* in the magazine *Modern Foreign Languages*, which was the first to introduce this theory in domestic. And it is Professor He Ziran who first translated English word "meme" into "模因" in Chinese and then proposed and developed the translation memetics so as to study the law of language dissemination at the linguistic level from the perspective of memetics. He (2005) divides the transmitting methods of translation into two kinds—genotype and phenotype. Thereafter, Ma Xiao (2005) combines translation memetics with foreign language translation teaching, and suggests that teaching should follow the meme replication laws of assimilation, retention, expression and transmission. Yin Pi'an (2006) combines translation memetics and translation strategies to discuss the impact of meme dissemination on translation level. He believes that domesticated translation is a necessary stage for the early period of meme dissemination, while foreignized translation is the requirement and trend for meme dissemination. Zhuang Meiying (2008) extended the translation memetics to social pragmatics, and proposed to create advertising language memes with the help of meme transmission strategies, with the core idea is to regulate memes, strategic memes and value memes, and of course these three are related to each other (Huang Hui, 2014).

At present, domestic research on translation memetics focuses on these four aspects in turn: the introduction and further popularization of translation memetics, the enlightenment of memetics for translation teaching, the practical guidance from translation memetics, and the application of translation memetics in social pragmatic translation. It's not a long period for translation memetics development in domestic, while its future prospects are worth looking forward to.

III. Translation Research from the Perspective of Memetics

Meme replication is not a simple word-to-word correspondence between the original text and the source text from content to form. From the methods of meme replication and dissemination, memetics can be divided into two types: genotype and phenotype. In translation, genotype refers to "the same content but different forms", and phenotype refers to "the same form but different content" (He Ziran, 2005).

A. Genotypic Translation

The memetic translation in genotype is to replicate and disseminate the original ideas and information from the source text. For the same source information, the meme-expression may be the same or different in the process of replication and dissemination, but their content remains the same during this period (Luo Qian, 2018).

1. Synonymic Homomorphy

In some contexts, the information carrier can be transmitted directly without changing the form and content of the original text. When encountering a same or similar context with the original language, the meme will replicate and spread itself in this way.

Source Text 1：

海昏侯墓中发掘到海量**五铢钱**，初步估算有 200 万枚，海昏侯墓出土了 10 串左右的完整五铢钱，每一串正好是 1000 枚，将我国家**"千文一贯"**的币制单位由北宋上推到了西汉。

Target Text 1：

Massive numbers of **Wuzhu coins** were uncovered from Haihunhou cemetery. The number was primarily estimated to be 2 million, including 10 complete strings of 1000 coins. History of **"1000 coins on one string"** is pushed forward from the Northern Song Dynasty to the Western Han Dynasty. [2] (P14)

Analysis: The original text describes the excavation site when the royal cemetery of Haihunhou State was unearthed massive buried coins. Those coins called "五铢钱" in Chinese, the name of a kind of ancient coin which was named after the Chinese characters "五铢"covered on it. And another phrase the "千文一贯"means 1000 coins were tied in one string as a unit to measure the sum of coins. Those 1000 coins called "千文" in Chinese. So, the literal meaning of the two phrases "五铢钱" and "千文" is easy to understand in Chinese, and Chinese readers can quickly recognize the meaning of their expressions. Therefore, the translator adopts the method of Synonymic homomorphy to correspond"五铢"as "Wuzhu", "钱"as "coins", "千文"as "1000 Coins" with the same morphological structure to express the same meaning. In this way, under the same context, the original meaning from source text can be imitated and disseminated in synonymic homomorphy, thus the target readers can fully receive the transmitted information without any major change in translation but in accordance with Chinese and English usage habits.

Source Text 2：

2015 年"中国考古**六大新发现**"

Target Text 2:

Six Major Archaeological Discoveries in 2015 [2] (P7)

Analysis: The original text here is to describe the archaeological work in Haihunhou State which has won many awards in Chinese archaeology, one of which was "2015 Six New Discovery of Chinese Archaeology" selected by the Chinese Academy of Social Sciences. In the original text of "六大新发现", "六"is a numeral，"大" is an adjective，"新"is also an adjective, these three Chinese characters were all used to modify the noun "发现". This kind of structure is not only used in Chinese, but also in English and there is not any ambiguity here. Therefore, the translation of "六大"adopts the synonymic homomorphy method, "六"corresponds to "six" in English，"大"corresponds to "major" in English. In this way, also under the same context, the information from original text can be replicated and transmitted in line with the language usage habits between Chinese and English. Without any major change, the readers can also fully receive the information conveyed by the translator for the language usage habits are conformed to both Chinese and English.

2. Heteromorphic Synonyms

This form of dissemination is also mainly based on replicating the content of original information, whose transmission is direct and progressive. During the translation of dissemination, the form of information may vary, but its original meaning of information will not be changed all the time. The content meaning after replicating still keeps consistent with that before.

Source Text 3:

考古发掘不仅仅是**"挖土刨泥"**，他们不光要有"挖"的智慧，更需要"掘"进历史的专业与经验。

Target Text 3:

Archaeological excavation is more than **digging up soil and mud**. Archaeologists, who should be wise in how to dig, should further bear expertise and experience of looking into history. [2] (P147)

Analysis: This text is to describe the scene of excavation by archaeologists. In the original text, "挖土刨泥"actually has two parallel actions —"挖土" and "刨泥", but "挖土" and "刨泥"in Chinese both refer to the action of excavating . Therefore, in English translation, the two actions of "挖" and "刨"are combined into one predicate, and the objects of "土" and "泥"are placed after the predicate in turn. It is generally known that English is concise, so there just need one English verb to include of two actions "挖" and "刨" in Chinese. The English translation of Chinese phrase"挖土刨泥" is not word-for-word, nevertheless they all express the same meaning with their own language characteristics. Then the original information is transmitted by changing the source text shape but expressing the same meaning and target readers can easily understand and accept.

Source Text 4:

中央电视台科教频道《探索发现》栏目 6 月 30 日**播出**《海昏侯考古发掘现场》纪录片。

Target Text 4:

Documentary of *Archaeological Excavation Site of Haihunhou Great Tombs* was **on air** at *Discovery* of CCTV (Science and Education) on March 30. [2] (P39)

Analysis: The original meaning of "播出"in Chinese refers to the broadcasting of film or television works through the media, whose part of speech is a verb. Although "on air" in English often means "broadcasting on television or radio", it is a prepositional phrase. "播出"in Chinese does not correspond to "on air" in English word-for-word, while the meaning of the original text does not change under the different shape between Chinese and English. When translating, the translator translates the verbs in Chinese into prepositional phrases in English, which can enhance the impression and understanding of the original text for the target language readers. Though, under the different part of speech, their shapes may different in appearance, the readers can well know those words' meaning directly and may leave the imagination of the program broadcast.

B. Phenotypic Translation

The Phenotypic English translation meme refers to the meme which has the same form but different content with the source meme, and it is a horizontal, non-equivalent conversion of information from the source language to the target language meme (He Ziran, 2005). This type of meme may use the same form of expression, but expresses different content as needed.

1. Homonymy

Linguistic memes, while preserving the original structure, are grafted horizontally in a homonymous manner. These memes would successfully copy the form of the source text while increasing the interesting of the language, which can give readers a refreshing feeling for those new expressions and it also facilitate the further spread of source language information (Luo Qian, 2018).

Source Text 5:

开启内棺后，考古人员发现了更多的**金饼**与玉器。

Target Text 5:

Archaeologists have found more **gold plates** and jade wares after Main coffin is unveiled.

[2] (P52)

Analysis: The translator translated the Chinese character"饼"into "plate", a round or oval flat dish used to hold some food or objects, but this is not its original meaning of "金饼". Instead, Chinese phrase"金饼"is one of the forms of ancient Chinese gold currency, named after its round and flat shape. Therefore, in translation, the translator takes use of the similar shape between "金饼"and "plate", then puts the meme of the"饼"in Chinese on the "plate" in English, so that the target language readers can associate the general appearance and meaning of "金饼" in Chinese when they draw its outline in mind because of translator's deliberational use of its associative meaning, which will also strengthen the spread of the meme of "金饼"in Chinese culture and make its background familiar to the outside.

Source Text 6：
剥离清洗干净后的**竹简**，字迹清晰可辨。

Target Text 6：
This photo shows a cleaned-out **bamboo slip**, on which its writings are distinct to read.
[2] (P153)

Analysis: This text mainly introduces those unearthed cultural relics, especially stationery and writing materials. The original text of "竹简" is translated as "bamboo slip", where "slip" originally means a small piece of paper, especially one for writing on, which is obviously not adopting the original meaning of Chinese character"简". Because "slip" is made by pulp ground from trees, while "竹简" is made of long and narrow bamboo pieces. However, the shape and function of "竹简" and "slip" are similar, and they are both long and narrow sheet-like objects used to record the characters and words, which is conducive to the dissemination of the "竹简" meme. So, in translation, the translator takes good use of this meme and disseminates "竹简"into "bamboo slip" so as to make target readers better understand the source language meaning and its culture background under the homonymy method by full use of human associative ability.

2. Homomorphic Association

Homomorphic association refers to the process that the language form has not changed in translation but generate different meaning association, which make target readers associate the contextual meaning of the original language with the literal form (Luo Qian, 2018).

Source Text 7：
盗墓分子精准地测定了主墓室正中位置，并将椁板锯开，距离主椁仅**"一步之遥"**。

Target Text 7：
Grave-robbers accurately located the center of the main tomb chamber and managed to carve out the chamber board. They were just **"one step away"** from the main coffin. [2] (P45)

Analysis: The original word"遥"in the Chinese phrase "一步之遥"was originally a noun representing distance, but the translator used an adverb "away" here, which means distant in either space or time, as we used the phrase "one mile away" to show a mile distance from us. They both have the same structure of "number + quantifier + noun" in the phrase "one step away" from target text and "one mile away" from the example. Therefore, the translator applies a well-known phrase to create a potential phrase with the same form by the accumulation of existing knowledge which can also be accepted by the target language readers. At the same time, the adverb "away" may give people a sense of spatial association, as if "tomb-robbers only need to walk one step away from the main coffin". This way of association is also conducive to the spread of memes.

Source Text 8：
随着文物一件件被**提取**，一个完整的西汉列侯大墓渐渐展现在世人面前。

Target Text 8：
As heritages were **hoisted** from the tomb piece by piece, the complete cemetery of Haihunhou was exposed to the public. [2] (P40)

Analysis: The original text describes the scene of the extraction of cultural relics and the word "hoist" originally means "hang up or pull up", which is used here to describe the "extraction" of cultural relics mentioned in original text. In addition to the literal meaning of "extract", there is also a sense of the images when the cultural relics are lifted up one by one. The translator employed homomorphic association when translating, allowing target language readers to associate with the images that cultural relics were lifted one after another carefully while sorting them out. In this way, it can be well expressed and accepted by the target readers whether from the surface information of those words to show the extraction scene or the associative meaning of the text to describe the rigorous archaeological work.

3. Homograph

In this kind of transmission, the structure and form of language memes are unchanged, but the content is changed and replaced with other words. Once the language model is finalized, the memes can be replicated and imitated so as to achieve the dissemination function of language (Luo Qian, 2018).

Source Text 9：
让海昏侯文化遗产"活"起来

Target Text 9：
Let Cultural Heritage of Haihunhou Talk [2] (P27)
Analysis: In English, there are often a structure of "causative verb + verb stem" which means "allow someone to do something". The translator borrowed this structure in English and gave it the real meaning, and translated Chinese structure"让…活起来"into "Let...talk". Memetic is transmitted in the same structure and its target readers can get to know the source text meaning directly so that the primitive information will be successfully disseminated. Then, in the process of translation, the translator skillfully conveys the source language information with the help of the memes which had applied common structure in English. That would also facilitate the propagation of source memes by striking a responsive chord in the hearts of their readers.

Source Text 10：
盗墓引发的考古发掘 **不幸中之万幸**
Target Text 10：
Weal out of woe: archaeological excavation started from a grave-robbing incident [2] (P47)
Analysis: The words in source text were used by the author to express his feeling for this archaeological work. In English, the structure "A out of B" means that A comes from B. In the source text, "不幸中之万幸"in Chinese refers to the fact that things are not so bad as to be hopeless, and there is still a possibility for luck. "不幸" and"万幸"are a set of opposites in Chinese. The translator applies this structure here to create the phrase "Weal out of woe" which means happiness comes from the suffering to express the meaning of "不幸中之万幸"in Chinese. What's more, "weal" and "woe" are a set of opposites in English, too. This is also a good reference to the symmetric structure of the phrase in source text. At the same time, these two words— "weal" and "woe" are in alliteration with beautiful rhyme, in line with English habits. So, in translation, the memes are hosted in the original English structure by changing the content without changing the form，then the target readers can quickly receive and remember the message in source text then they may consciously spread source language message.

IV. CONCLUSION

"Meme" nowadays has become a culturally transmitting unit due to its own characteristics of continuous replication and dissemination, which has also accelerated the development and popularization of translation memetics. At the same time, translation memetics also provides a new theoretical perspective for translation research so that we can study translation by means of imitation, replication, and transmission instead of traditional linguistics perspectives. In the light of translation memetics, this paper interprets the positive role of language memes by discussing how the memes replicate and disseminate in Haihunhou Cemetery archeology text translation so as to provide an available reference in further archeology text translation.

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On Chinese Translation of English Proverbs—A Dynamic Equivalence Perspective[*]

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Abstract—**Mainly derived from daily life of common people, English proverbs, as a highly condensed encyclopedia of the English-speaking nations and their cultures, cover the widest possible fields of the society ranging from the universal deepest philosophic contemplation to the commonest daily activities. English proverb translation has always been heatedly discussed in language field, and many scholars have made great contribution to it. They put forward different translation methods from different views. The paper attempts to discuss the Chinese translation methods on the basis of the dynamic equivalence theory.**

Index Terms—**English proverbs, factors, dynamic equivalence, translation methods**

I. INTRODUCTION

English proverbs are concise in wording, incisive in content and profound in meaning. They are colorful，figurative and philosophical. To a certain extent, they reflect the cultural characteristics of the English nation and are the treasures of English culture. It is impossible to learn English language without learning English proverbs, especially the translation of proverbs plays an important role in correctly understanding the meaning of proverbs and the national culture reflected by them. Learning English proverb translation into Chinese is helpful to communicate with foreigners, and enriches our culture. As oral products of nations and gems of languages, both Chinese and English proverbs reflect the wit and wisdom of nations and provide the most convenient method for people to learn about culture, history and language. But how to translate English proverbs well has all the time been a controversial topic. Up to now, many translators have contributed their successful practices in this field and shown their own valuable ideas.

In Western countries, there has been formed a relatively complete system. In our country, many famous scholars have studied this topic. Zhang Ning and Peng Baoliang are the representatives of the first group that analyze English and Chinese proverbs only from the viewpoint of each unique culture. Zhang Ning claims that cultural factors in proverbs are the key points of their translations (1999, p. 23). Peng Baoliang thinks English and Chinese cultures are sometimes partly overlapped, non-correspondent or contradictory, thus different rendering strategies should be applied into divergent cultural backgrounds (1998, p. 25). Both of them stress the cultural differences between English and Chinese. The second group is the translators who take into account proverbs from the cultural perspective, but mainly concern the correspondences or similarities between two cultures. Chen Wenbo and Ji Yizhi should be mentioned, they think the translation of proverbs is a matter of dealing with the cultural features of the original proverbs, especially dealing with correspondences between two languages. Chen Wenbo divides the corresponding phenomena between English and Chinese proverbs into the following seven groups: identical in form and meaning, basically equivalent in form and meaning, similar in form but different in meaning, similar in form but opposite in meaning, divergent in form but close in meaning, different in both form and meaning, non-corresponding phenomena (1987, p. 38) In comparison, Ji Yizhi emphasizes that translating proverbs really involves a problem of solving the contradiction between understanding and expression in intercultural communication, and therefore it is important for a translator to improve his or her intercultural sensibility (1993, p.16). In a word, all these views above are the dominant current studies of translating proverbs. Such studies are discussed from the perspectives of the culture, linguistics or both the culture and linguistics; nonetheless, they have played the guiding role in the practice of translation. This thesis will discuss Chinese translation methods on the basis of the dynamic equivalence.

II. PROBLEMS IN TRANSLATING ENGLISH PROVERBS INTO CHINESE

The differences in geography, history, religious belief and living habits between English and China lead to difficulties of proverb translation. The English proverb has its specific characteristics and information of cultural connotation. There are some things that are self-evident in one culture, but difficult to understand in another culture. Such factors usually come to influence the translation of English proverbs; these factors always bring several problems to the quality of translation, so that some translators fail to achieve satisfactory translations. We can get a better translation if we have

a good command of these factors. The major factors include living environments, living customs, religious beliefs and moral standards. Because of these translation factors, there exist lots of problems in the translation of English proverbs. Some translators may misunderstand or guess the meaning literally, some wrongly substitute the original images of the proverbs; some lose exotic flavors and so on.

A. Misunderstanding or Literally Guessing

Ignoring the cultural background usually leads to the misunderstanding of proverbs. For example: "Once bitten, twice shy." is commonly translated as: 一朝被蛇咬，十年怕井绳。However, the proverb has the connotation that if we have had an unpleasant experience, many people are very anxious to avoid a repetition and will learn from the lesson and it is positive. It means gaining flexibility is the power of learning. I think the proverb "Once bitten, twice shy" is applicable to all vertebrates, and it is similar to the proverb "it is not only the burnt child who dreads the fire". Therefore, the correct translation should be: 吃一回亏，学一回乖。

B. Incorrect Substitution

It is possible that there are similar expressions between English proverbs and Chinese proverbs. In many cases, not all expressions in a language can find an equivalent form in another language. The English proverbs and Chinese proverbs are actually not the same in the expressing. In such a case, incorrect substitution results in misunderstanding. For example: "Agues come on horseback, but go away on foot." is commonly translated as: 病来如山倒，病去如抽丝。The proverb has the connotation: misfortune comes rapidly and leaves slowly. "Agues" is explicated as "misfortune". That is to say, "agues" does not refer to "sickness" only.

C. Loss of Exotic Flavor

Some people think translation should convey accurate and adequate information; others believe translation should keep the national flavor of the original as much as possible. However, we often find that some translations loose the original flavor when the translators translate English proverbs into Chinese. For example: "Talk of the devil, and he will appear." Someone translated it into: 说曹操，曹操到。I think this translation is unacceptable. According to my understanding, the meaning of the proverb is that something will become true when you talk about it. The word "devil" stands for something bad. However, "曹操" is a famous character in Chinese history. Many foreigners may feel puzzled about such translation. The majority of foreigners do not know who Cao cao is and what relationship between "Cao cao" and the proverb is about. In my opinion, the translation does not show the original flavor and it reads like a Chinese proverb. The most appropriate translation should be: 谈到恶魔，恶魔就戛然而至。Such kind of translation is inappropriate because they have lost their English original flavor and become the incarnation of Chinese culture.

As is well known, language is the carrier of culture. English proverbs are colorful language forms, which, to a certain extent, reflect the cultural characteristics of English-speaking nations. Therefore, when translating English proverbs, it is not enough to seek equivalence only on the premise of the synonymous words (equivalence) between languages. Translators are suggested to follow the principle of dynamic equivalence and make more use of Chinese expressions to reproduce the language style and rich connotation of English proverbs, only by this way, can the translation be allegorized and reasoned properly without losing the language image of the original proverbs.

III. THE DYNAMIC EQUIVALENCE THEORY

Concerning about all the problems discussed in the preceding parts, it is easy to realize that it is necessary to find a method which can overcome such problems during the Chinese translation of English proverbs. So the author takes the dynamic equivalence theory to solve the above discussed problems. The dynamic equivalence is not a simple translating method but a process of choosing the most appropriate method from several translation methods that is able to achieve satisfactory translation. Before choosing translation methods, knowing the definition and the requirements of the dynamic equivalence is necessary.

Dynamic equivalence is put forward on the basis of Nida's principle of equivalent effect, according to which the relationship between receptor and message should keep substantially the same as what existed between the original receptors and the message (1964, p.159). It is considered as a principle of translation which directs a translator to translate the meaning of the original text in such a way that the TL wording will trigger the same impact on the TC audience as the original wording did upon the ST audience. They claim that the form of the original text is frequently changed, but as long as the change follows the rules of back transformation in the source language, of contextual consistency in the transfer, and of transformation in the receptor language, the message is preserved and the translation is faithful (Nida & Taber, 1982, p.200). Therefore, dynamic equivalence is to be defined in terms of the degree to which the receptors of the message in the receptor language respond to it in substantially the same manner as the message receptors in the source language. (Jeremy, 2010, 42)

Nida's viewpoint on translation indicates that translation is not only lexical equivalence, but also semantic equivalence, style equivalence and stylistic equivalence. The information conveyed by translation includes both superficial lexical information and deep cultural information. Equivalence in "dynamic equivalence" includes four aspects: a. Lexical equivalence, b. Syntactic equivalence, c. Textual equivalence and d. Stylistic equivalence. Among

these four aspects, Nida thinks that meaning is the most important, followed by form (Guo Jianzhong, 2000, p.67). Form is likely to hide the cultural significance of the source language and hinder cultural communication. Therefore, Abiding by Nida's theory, translators should take four aspects of dynamic equivalence as translation principles to accurately reproduce the cultural connotation of the source language in the target language. According to Nida, the goal of dynamic equivalence aims to seek the closest natural equivalent to the source-language message (1964, p.166). So a successful translation depends on whether the translator can achieve equivalent response or not, which belongs to the four basic requirements of a translation (1964, p.164): 1) making sense; 2) conveying the spirit and manner of the original text; 3) having a natural and easy form of expression; 4) producing an equivalent response.

Consequently, he draws a famous conclusion that translation consists in reproducing in the receptor language, the closest natural equivalent of the source language message. In the process of translating proverbs, meaning is firstly ranked, and style in the second place. Hence, dynamic equivalence is as well named functional equivalence. In essence, in order to get a satisfactory dynamic equivalent in translation, one cannot merely make a compromise between the literal and free rendering, nor can one succeed by merely simplifying the grammar and restricting the number of words in a vocabulary. One needs to (1) weigh the factors involved in the communication, (2) produce various alternative renderings, especially of complex passages, and (3) test the acceptability and intelligibility of such renderings with receptors. To sum up, we'll try to eliminate cultural differences when translating English proverbs in to Chinese. As a translator, his job is to strive to create translations that conform to the semantics of the original text and reflect the cultural characteristics of the original text. If meaning and culture cannot be taken into account at the same time, the translator can only abandon formal equivalence and achieve the purpose of reproducing the semantics and culture of the original text by changing the form of the original text in the translation. When the change of form is still not enough to express the semantics and culture of the original text, the translator can transform the deep structure of the source language into the surface structure of the target language to solve the cultural differences and make the source language and the target language equal in meaning by means of explaining the cultural connotation of the source language with the vocabulary of the target language.

IV. DYNAMIC EQUIVALENCE IN TRANSLATING ENGLISH PROVERBS

A. Common Methods of Translating English Proverbs into Chinese

When we launch into a dynamic equivalent translation, the focus is usually placed on the same impact of the verbal signs. However, generally speaking, it is appropriate to speak of "dynamic equivalence" in terms of a range of functional adequacy, since there exist no absolutely equivalent translations. What's more, many different translations can individually demonstrate varying degrees of functional equivalence. For the translator, what signifies is that the chosen rendering methods can essentially work for the closest function in the target language to accurately deliver out the message of the source language. Namely, the dynamic equivalence of proverb translation is primarily measured by a comparison of the effect and appeal in the texts of the source language and the target language, so what a translator is asked to do is nothing but to make good use of extensive rendering means to achieve the valid closest equivalent translation to the original text. Consequently, it is significant for us to list several common rendering methods here in order that we may further discuss the realization of dynamic equivalence in translating English proverbs into Chinese.

1. Word-for-word translation

Some English proverbs are consistent or basically consistent with Chinese idioms and sayings in terms of expression and meaning. When we translate these English into Chinese, it's acceptable that idioms or proverbs with the same or similar figurative meanings are directly translated. This can not only keep the charm and form of the original text, but also make the translation easy for readers or listeners to accept. Word-for-word translation (literal translation) is always presented by means of interlinear translation, with the source language words immediately coming above the target language, and the word order of the source language is uniformly preserved and the words are translated singly by their most common meanings. Since such kind of translation often violates the grammar or structure of the target language, it is very hard to understand and only used to understand the mechanics of the source language or to explain a difficult text as a pre-translation process. For example: The English proverb "A friend is a second self." means that your friend has much in common with you in the aspects of characteristics, interest, ideas and so on. It can be literally translated as "朋友是另一个自我". The proverb "Walls have ears" can also be directly translated "隔墙有耳", which warns that the conversation is likely to be overheard out of expectation.

2. Free translation

Adaptation is the "freest" form of translation. It is also called free translation or paraphrase, which reproduces the matter or the content of the proverb with absence of manner and the form of the original. In this way, the themes of the target proverbs are precisely preserved, but the original culture has been converted to the target culture, as a result, the text has to be rewritten accordingly. Free translation is applied to at least two kinds of the English proverbs. Some English proverbs differ from their Chinese counterparts in terms of language habits and cultural background, and the metaphorical things are different, but their metaphorical meanings are consistent with each other and their expressions are very similar. When translating these kind of English proverbs into Chinese, it is often necessary to change their forms and preserve their spirit essence of the proverbs, that is, to use free translation of Chinese idioms with similar

images. Some English proverbs are implicit and have profound meanings. If we only literally translate into Chinese without understanding the specific meaning and effect of the original text, the translation will be dull and tasteless. This cannot express the meaning, but also damage the language image and rich connotation of the original text. Therefore, in Chinese translation of such kind of English proverbs, it is appropriate to use idioms, proverbs or colloquial expressions with the same figurative meanings or similar effects as the original text, which will make the translated text vivid and accurate.

For example, the proverb "He who lies with dogs stands with fleas" means that one's conduct will be influenced by the moralities of his companies around. If one gets along with a noble person, he will learn to be an excellent one and vice versa. But here we can't convert it into "与狗睡在一起的人站起来身上有许多跳蚤", which is just the dictionary meaning of the words. We'd adopt free translation to convey the theme of the proverb, it can be exactly translated into Chinese"近朱者赤，近墨者黑". Similarly, the proverb "In fair weather prepare for the foul." means that one needs to make good preparation for the bad situation when in time of prosperity, the translated Chinese text as "居安思危"can convey the more exact meaning than the expression　"天气晴朗时，慎防阴雨日".

3. Literal translation combined with free translation

Literal translation is advantageous in its maintenance of the national flavors of the source proverbs; in contrast, adaptation is easy to be understood with the loss of its form. But sometimes during the course of translating English proverbs, neither literal translation nor free translation can accurately and effectively express the meaning of the original proverbs. At this time, many translators combine these two methods in order to develop their strong points and avoid their weak points. As for some proverbs, these translators render the original proverbs literally in the former part to keep their national features and then paraphrase them in the latter part so that the readers can grasp them without any trouble. To other proverbs, these translators employ literal translation for the parts that is easily acceptable in target readers while adaptation for the difficult parts. For example: The proverb "Flow has its ebb" can be understood in Chinese "潮有涨落时，人有盛衰日". The former part of this Chinese translation "潮有涨落时" carries the vivid literal expression of the proverb, which draws a clear image; the latter part "人有盛衰日" denotes the true meaning of the proverb, which denotes the theme with a finishing touch. Two translation methods combine to get such precisely understanding effect, so either translating method is indispensable for this type of English proverbs.

B. Employing Dynamic Equivalence to Translate English Proverbs

As a matter of fact, dynamic equivalence of translating proverbs is an activity of using the most appropriate translation method to pursue the closest natural equivalent of original proverbs. Such a natural equivalent does not mean identity in mathematics, but proximity based on degrees of closeness to functional identity. Therefore, the realization of dynamic equivalence in translating proverbs is in fact a dynamic process of selecting the perfect translation from various alternatives, which are able to help the translator produce rendering of the close translation to the original. Therefore, the translator has no choice but to consider the different factors. Consequently, to realize dynamic equivalence in translating English proverbs into Chinese forms, the translator do remember to choose the best rendering method in terms of such considerations in Chinese reader's position. And which rendering is the best or most appropriate fully depends on the degree of its equivalence to the original proverbs. Accordingly, due to the lack of relevant reference material and the limitation of our capacity, the writer will only suggest here some strategies of realizing dynamic equivalence based on merely several different conditions as follows:

1. If both the source and target texts are very plain and the target audience is not highly educated and unfamiliar with the source culture, translators should employ free translation or loan translation to result in an easy translation and even conform to the cultural features of the target text.

2. When the target receptors are not familiar with the original culture and language, but the target text is still required to keep the cultural feature of the original, not its rhetorical structure, then we will often render it literally, through literal translation with annotation or through literal translation combined with adaptation.

3. If the target audience does not know the original language and culture well, the source text is colorful in its national characteristic but the target needs high presentation of the rhetorical structure, translator shall usually deal with this problem through loan translation, varied loan translation or literal translation with adaptation to show both the features of the source proverbs and the requirements of the target text.

4. If the target receptor is familiar with the original language and culture, translators may easily employ literal translation, loan translation or varied loan translation to keep the brevity and color of the original.

In a word, dynamic equivalence as for translating proverbs refers to the closest natural equivalence of the original proverbs in the target language by employing the most suitable way from word-for-word translation, literal translation, free translation, and so on. And the essence of the dynamic equivalence in translation is just a dynamic process that adjusts the function of the rendering to the same response of the original in a specific condition. Therefore, a good translator is always thinking in terms of alternative ways of expressing the same thing and chooses the best rendering that is bound to have the same impact on the target receptors as the original proverb does upon the original reader.

V. CONCLUSION

In the process of translating English Proverbs into Chinese, Don't take literal meaning for granted, We remember to pay attention to its colloquialism, nationality and original language artistry, flexibly use literal translation, free translation, literal and free translation, using Chinese proverbs and annotation and other methods, so as to faithfully express the ideological content of the original text, maintain the national characteristics and rhetorical effect of the original text, make the language smooth and fluent, and strive to reproduce the language style and rich connotation of English proverbs. English proverbs are deeply influenced by their native culture, which puts forward higher requirements for translators. When translating English proverbs, we'd better treat them differently and adopt various methods to deal with them. Undoubtedly, translating English proverbs involves a series of factors such as environment, religion and so on, and it is not a process of blindly following mechanical rules to reflect the factors or problems of plus-minus categories for easy pigeonholing examples. Sometimes, an English proverb con-notates a very profound idea beyond the word meaning. In order to successfully reproduce the theme of the original, it is central for a translator to take the dynamic equivalence to choose the appropriate method. In this thesis, the author talked about some suggestions for several methods. These methods of dynamic equivalence contribute to the only one purpose that the translation can make the learners of the source proverbs respond in substantially the same way as the receptors of the target proverbs do; however, they are far from completeness. Up to now, proverb translation on the basis of the theory of dynamic equivalence has just found its way to the development of a new translation theoretical system, so translation of English proverbs as quite a broad academic field urgently demands more and more insightful and dedicative researches from wider perspectives.

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On the Construction of Integrated English Course with the Purpose of Eliminating "Water Course" and Creating "Gold Course"

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Abstract—Since it was proposed to eliminate the "water course" and create the "golden course" at the 2018 Education Conference held in Chengdu, the Ministry of Education have issued a series of notification and plan, and various universities have responded with corresponding measures and actions. Under such an educational background, this paper, based on the English teaching base of Zhejiang Yuexiu University of Foreign Languages, considers the construction of the Integrated English course. Based on the discussion of the definition of "gold lesson" and "water lesson", this paper explores the "gold lesson" and "water lesson" in integrated English course, and considers the ways to eliminate "water lessons" and build up "gold lessons" from the different perspectives of teachers and students at multiple levels. Finally, it comes to the conclusion that the construction of integrated English course is a huge and complicated process, which requires the concerted efforts of various parties. However, we will eliminate "water course" and create "gold course" by continuous research, practice, summary and improvement, which will win the battle of course construction.

Index Terms—integrated English course, water course, gold course, course construction

I. INTRODUCTION

In the "new era of national institutions of higher learning and undergraduate education work conference" held in Chengdu in June 2018, secretary Baosheng Chen put forward the "four regressions", one of which is "going back to common sense", namely calling for students to study hard, and it pointed out that it's reasonable for college students to be "loaded", turning "water course" into "gold course" with depth, degree of difficulty and challenge. Since then, "adding load", "water course" and "gold course" have become three hot words. The Ministry of Education has successively issued the Opinions on Accelerating the Construction of High-level Undergraduate Education and Comprehensively Improving talent Cultivation Ability (No.2 [2018] of The Ministry of Education) and the Notice on Implementing the Spirit of The National Conference on Undergraduate Education of Higher Education in a New Era (No.8 [2018] of the Ministry of Education) which pointed out that colleges and universities should comprehensively sort out the teaching content of each course and eliminate "water courses" and create "gold courses". You Xiangcheng (2017) pointed out that they should reasonably improve the academic challenge, increase the difficulty of courses, expand the depth of courses, and improve the teaching quality of courses (P. 2). Since then, the administrative departments of education all over the country have issued work plans, putting forward the guidance opinions of "adding burden" to college students to eliminate "water courses" and create "gold courses", and the colleges and universities have issued specific measures to implement these guidance opinions. Zhejiang Yuexiu University of Foreign Languages, as a private foreign language college, should also keep up with the development needs of the time, actively respond to the call of the Ministry of Education, and think about the way to eliminate "water courses" and create "gold courses". This paper is based on Integrated English Course and think about the way to eliminate "water course" in the course construction, the way to improve the course quality and create a "gold course" in order to meet the requirements of the curriculum outline and cultivate high-quality, high-level professional talents.

II. METHODOLOGY

A. The Definition of "Gold Course" and "Water Course"

The study uses definition method and literature research method to make an exploration of "water course" and "gold course". So what is a "water course" and what is a "gold course"? According to MENG Jun-yi (2014), Wu Yan, director of the Higher education Department of the Ministry of Education gave the answer for the first time recently: "Two qualities and one degree" which is the quality of higher rank and the quality of innovation and challenge degree is the standard of "gold course", whereas "water course" is the course of lower rank, obsolescence and mindlessness(P. 5). In this regard, we can make a basic definition of "water course" and "gold course" in our teaching of Integrated English Course with a combination of the content of teaching quality evaluation. Lessens of Integrated English Course which can reflect teachers' high academic and professional levels, teachers' scientific, innovative, and appropriate teaching methods, and teachers' professional, responsible, innovative and progressive teaching attitude are the "gold lessons" and

the course consists of such lessons is the "gold course". But on the contrary, if in the teaching of Integrated English course, teachers have no certain teaching abilities, and their old teaching methods are lack of innovation, and their teaching is not based on students' demand and aptitude, and they are not earnestly preparing for their lessons, not strictly carrying out the teaching plan, not updating teaching contents continuously to achieve the goal of both teaching and educating people, then the lessons given by them may probably be "water lessons" and the course based on these lessons is a "water course".

B. "Gold lesson" and "Water Lesson" in The Integrated English Course

Now let's take a closer look at the "gold lesson" and "water lesson" in the Integrated English Course. The purpose of the compilation of the Integrated English Course is to train students' English basic knowledge and skills comprehensively and strictly, developing students' comprehensive skills in using English, cultivating and improving students' comprehensive ability of listening, speaking, and reading, writing and translating and strengthening their cultural capacity. Thus it can help students lay a solid foundation to study advanced professional courses in the next phase of their study. Therefore, we should promote the teaching of the Integrated English course in a systematic, comprehensive, and planned way and gradually cultivate students' English professional ability and accomplishment.

1. From teachers' perspective

In this process, we should consider what kind of course is "gold course" and what kind of course is "water course" from both the perspectives of teachers and students. First of all, from the perspective of teachers, it can be divided into three aspects: teachers' teaching professional level, teaching methods and teaching attitude.

a. From the perspective of professional level

From the perspective of professional level, teachers engaged in the teaching of the Integrated English Course should have excellent English knowledge and skills and on this basis, it is more important for them to acquire professional teaching ability and level, and have the consciousness of constantly learning and updating their English knowledge and professional level. English teaching is no longer a matter of standing on the three feet of platform, doing the simple teaching only with a piece of chalk and a textbook, or just reading from a PPT slide. In the information age, new knowledge is emerging unceasingly, and the constant updating of learning media and means also puts forward new demands and challenges to our teaching. Therefore, CHEN Ting (2016) explained that we should change our role in a timely manner, from an imparter of English knowledge to a guider of English learning, from a leader of English teaching to an organizer of English teaching and also someone who participates in and makes evaluations and gives feedback on English teaching and who directs and escorts students' English learning (P. 4). If meeting the above requirements, the lessons we give are called "gold lessons", but in opposite, they should be "water lessons".

b. From the perspective of teaching method

As to the teaching method, it is the general name of the ways and means used by teachers and students in the teaching process in order to achieve the common teaching objectives and accomplish the common teaching tasks. We should teach students in accordance with the needs of social development and students' aptitudes with the targeted design and scientific teaching methods according to the syllabus. And in the specific teaching practice, we should make timely adjustment and improvement according to students' performance, grades and feedback etc so that the teaching method may effectively improve students' learning result and efficiency. Here lie the criteria for "gold lesson" and "water lesson". Determining what "gold lesson" is and what "water lesson" is from English teaching method should comply with the following requirements: Teachers should develop targeted teaching methods by analyzing students' learning situation and coordinating with the content of textbooks based on the syllabus and the teaching plan. Teaching methods should serve the realization of teaching objectives. Teachers should prepare carefully before classes and design appropriate teaching processes. The success of a class is directly related to the good or bad preparation before the class. Teachers should make full preparations, such as consulting various kinds of information and abundant knowledge, choosing appropriate teaching methods and elaborately designing teaching steps, and preparing appropriate teaching means and tools, which are conducive to the scientific display of good teaching methods. The design of the teaching method of the Integrated English Course should be done according to the syllabus and should be arranged scientifically and implemented reasonably so as to effectively stimulate students' learning initiative and cultivate their rational thinking and analytical ability. it includes but not limited to a fascinating lead-in, a learning and discussion of cultural background, an analysis of the structural framework, a speculation of the central theme and the author's purpose of writing, an overall understanding and detailed analysis of the text, an analysis and teaching of language points and structures of long and difficult sentences, a practice of Listening, speaking, reading, writing and translating skills, a Learning and application of grammar points, an organization of oral activities, and teaching, practicing and demonstration of writing methods, etc.

c. From the perspective of teaching attitude

In addition, we can judge whether a lesson is a "gold lesson" or a "water lesson" from a teacher's teaching attitude. And according to YANG Yan- xuan (2006), a teacher' teaching attitude refers to the   teacher' evaluation and behavior tendency of teaching on the basis of his own morality and values in teaching activities, which is manifested in the cognition, emotion and consciousness of teaching (P. 6). A teacher' teaching attitude directly affects students' learning activities and thus becomes an important factor influencing the teaching effect. Teachers' positive teaching attitudes and personalized behaviors for promoting students' learning include awakening and appreciating students, improving

students' learning ability, enhancing their self-esteem and self-confidence, alleviating their anxiety, and forming and consolidating their positive attitudes towards others and dealing with the world, etc. In the teaching of the comprehensive English course, we should actively cultivate advanced outstanding students with better basis and all-round development according to the specific situations of the students to enable them to lead to a good style of study and play leading role models in the class which can help drive the other students of the class to actively get close to them, and thus fully optimize the class style of study and students' learning performance. As to the other middle-level students and students with relatively poor academic performance, we should treat them equally, and especially need to encourage them to help them correct their learning attitudes, cultivate good learning habits, and truly improve their learning levels. In the teaching process, we should not only impart knowledge and guide students to learn, but also teach and educate people, adhering to the attitude of humanism and cooperative education. In the same process, students' learning motivation and success motivation should also be properly stimulated according to their psychological needs so that external teaching requirements can be internalized into students' self-needs so as to stimulate the self-creativity of both teaching and learning. Based on the self-actualization theory, According to Qifang (2000), Maslow advocates that what is important in teaching is to make every student feel that he is the master of study, and that the teacher's duty is only to promote learning, not to cause learning, and to provide learning opportunities for students to engage in real learning (P. 5). Teachers' teaching attitude has a vital impact on students, especially on the cultivation of their learning interest, the display of their learning creativity, the cultivation of their initiative, the formation of their ideological character and even the establishment their correct outlook on life. In the teaching process of the comprehensive English course, teachers' teaching attitude is reflected in and out of the classroom. Only positive guidance, good advice, continuous encouragement, correct tips and help in class can make students more confident, more capable of participating in the class so as to improve the teaching and learning effect. Outside the classroom, only when teachers care for students, actively answer their questions, treat them with enthusiastic help and selfless dedication can students be influenced, moved and inspired to love learning more, and to actively explore the unknown so as to expand the latitude and depth of learning. And the personality characteristics and personality charm of teachers constitute another factor affecting students. Teachers' being gentle, patient, tolerant, confident, positive, hard-working, diligent, careful, free and easy-going, optimistic, determined and other excellent qualities and personality charm have a subtle influence on students, especially when teachers are often regarded as role models for students to learn from. They are willing to trust and respect teachers and learn from them some qualities and behaviors that they think are worth learning. Therefore, teachers should be good at building their own personality charm to positively influence students and properly use their influence in the eyes of students to actively and effectively guide students into learning so as to create good-quality "gold classes".

2. From the perspective of students

From the perspective of students, if the enthusiasm of students is fully developed and they can do well both before the class and after the class, then it will contribute to the emergence of golden lessons. The necessary way to improve the quality of classroom teaching is to take an active part in pre-class preview, in thinking and improvement during class, and in on-time review after class. If students perseveringly and orderly do the above three links in their study, there will be a strong guarantee for the production of "gold lessons". Pre-class preparation for the comprehensive English course includes completing pre-class assignments, searching for information and materials related to the subject, understanding background information, previewing texts, searching for new words and phrases, understanding long and difficult sentences, thinking about pre-reading questions and so on. In the class, students should devote themselves to the lesson by listening carefully, taking notes frequently, actively participating in the discussion, thinking constantly, asking and answering questions actively, and resonating with the thoughts of teachers and the other students at any time. In this way, the classroom atmosphere will get better and better, and everyone's thinking and enthusiasm will be stimulated, including the teachers'. Such lessons are unquestionably "golden lessons". And the review after class is also crucial and essential. Only through timely review can we strike while the iron is still hot and consolidate the knowledge and skills we have newly obtained. And for some doubts or some problems to which not a full understanding is achieved, we may have a sudden realization, a different innovative discovery, or a more profound understanding through review. In addition, timely review also lays a foundation for further study and makes the acquisition of knowledge more coherent. In addition, the cultivation of students' autonomous learning ability is also very important for the generation of "golden lessons". With the innovation of teaching methods, more work is now being done outside the classroom. Instead, classroom teaching becomes a part of presenting what students have learned, testing and giving feedback. Therefore, if students do not have certain consciousness and ability of self-learning and only rely on teachers' imparting of knowledge, then such a lesson is bound to be an inefficient and low-level "water lesson".

III. DISCUSSION

After knowing the "gold lesson" and "water lesson" in the comprehensive English course, we can work out the way to eliminate the water course and create the gold course in the course construction. On this issue, we can also consider from three aspects according to the above analysis.

A. From the Perspective of Management

First of all, we should find out the existing problems and weak points at the management level, strictly pushing and exerting teaching orders on students and teachers, and formulate corrective measures to them if necessary. Effective management is the premise of orderly and effective classroom teaching and effective teaching depends on the effective management of learning in classroom. Classroom teaching quality will be seriously affected if there is no management or improper classroom teaching management.

According to Nina Vevere and Vulfs Kozlinskis (2011), the quality of classroom teaching will directly influence the completion of school teaching tasks, the realization of teaching objectives and the improvement of teaching quality (p. 12). The comprehensive English course group finds that some discipline problems are common in all classes. For example, some students cannot get up early to read in the morning, or even have no time to have breakfast. They go to class hungry, which leads to poor energy and drowsiness in class. Moreover, eating breakfast between classes will not only affect the classroom hygiene, but also affect the learning atmosphere in the classroom. This is of course harmful and not beneficial to classroom teaching, and there must be a certain degree of management deficiency that needs to be corrected. In addition, a small number of students ask for leave quite often, and some students are engaged in other associations, departments, and organizations or go for teachers' requirements during classes, which on one side violates the classroom discipline, and on the other hand brings challenges to the cohesion of the learning of the course and the increasing of the difficulty of the course, which needs to be rectified. In addition, some students are slack in their study, inactive in class participation and often absent from classes. However, at the end of the semester, considering the regulation of the pass rate, teachers in the course group may ease conditions to allow them pass which is not practical and contrary to professional ethics and needs to be rectified. If learning is compared to war, then discipline is the guarantee. If there is no certain discipline, teaching cannot be carried out normally, and lax discipline will certainly affect the quality of teaching. Hereto, we should cooperate in many ways and manage education together. Through the establishment of a certain punishment system and assessment system, the existing problems are bound to be improved combined with the united efforts of the head teacher, class cadres, discipline inspection department as well as the other course teachers, coupled with strict supervision and a certain ideological work and education. In addition, we should strengthen the assessment of learning process and strengthen the implementation of responsibilities, including the responsibilities of management, teachers and students. Only in this way can we improve the quality of teaching, eliminate water lessons and create more gold lessons.

B. From the Teachers' Perspective

Secondly, from the teachers' perspective, to eliminate "water lessons" and create "gold lessons", we need to make breakthroughs in the following aspects.

1. In the term of business level

In the term of business level, we first need to raise consciousness and change concepts. It is necessary to change the traditional thinking mode and the programmed teaching mode. Students should be the main body and the teacher should be the organizer, guide, participant and promoter of the class. In terms of the application of teaching methods, students should be given priority to, and the teaching methods of independent cooperative inquiry should be highlighted. And the change of thoughts needs to be built on the basis of constant comprehension, adjustment and adaptation in teaching practice. In order to achieve this goal, we can organize teachers to go out for study and training or invite experts and excellent teachers to give lectures and mock classes. And teaching competition, teaching display and other activities can be organized to deepen teachers' understanding and application of new curriculum and new ideas. In addition, party organizations can be involved to strengthen teachers' moral education and improve teachers' level of understanding and consciousness in order to make teachers set their mind on education, serve education, and focus more on improving their professional skills. Furthermore, teachers should strengthen the study of theoretical knowledge and enhance professional accomplishment. Business level is built on the basis of theory, and to improve teachers' level of business, teachers can never relax their theoretical learning. Teachers usually have heavy workload and tend to ignore theoretical study, while without theoretical guidance in teaching practice, its quality of being scientific and systematic and its comprehensiveness cannot be fully guaranteed. But the theory study can't just be regarded as a form, but must be put into practice. For example, the comprehensive English course group can recommend a good theoretical instruction to teachers each semester, requiring teachers to complete one to two books each semester, which can be presented in the form of learning experience report or paper. In addition, it is necessary for teachers to read more comprehensive books related or unrelated to their business so as to increase teachers' knowledge content and improve their cultural connotation. In this way, there will be a qualitative improvement in their English teaching. Besides, teaching practices can be carried out to practically raise teachers' educational abilities. Colleges or departments can carry out sharing or competition activities related to professional teaching and education, such as demonstration class, report class, speech contest, theme lecture, etc., so that more teachers can participate in the activities to strengthen communication, share experience and improve their teaching skills together. Finally, teachers need to strengthen cooperation to improve the class quality. The cooperation here can be teacher-teacher cooperation, teacher-department cooperation, and teacher-outreach cooperation and so on. For examples, a project team can be invited to share with the class its research results which are related to the teaching theme of the class; the school librarian can be relied on to make an overall introduction of library resources to help improve students' resource utilization ability; through outreach, relevant professionals can enter the classroom to share experience and knowledge, etc.

2. In the term of improving teachers' teaching methods

In terms of improving teachers' teaching methods, we should bear one thing in mind: teaching method improvement is the means, while learning method improvement is the end. To this end, we should do a few points in teaching: first, we should make full use of modern and diversified teaching methods to serve classes. With the advance of educational reform, the use of modern educational technology has become an irresistible trend, but many become formalistic and being technical for technique's sake, resulting in grandstanding. We should really combine teaching media with teaching ideas and teaching content to make teaching activities better, faster, more effective and more interesting. Only in this way can we catch students' interest and enable them to master more knowledge and skills in a relatively short time. Secondly we should give full play to students' enthusiasm and initiative. It is the best teaching method to stimulate students' interest and motivation in learning and make them take the initiative to learn with great interest. Therefore, the teaching method should be designed as much as possible to combine teaching with fun and arouse students' interest in learning. To reach this level, teachers need to make full preparations before classes, in which teachers should not only thoroughly read the textbook and dig deeply into the textbook, but also timely and appropriately supplement some relevant extracurricular knowledge to expand the students' scope of knowledge and stimulate their interest in continuing learning. In addition, teachers' body language, humorous words, enthusiasm and so on are also the elements that motivate students' learning enthusiasm and initiative. Thirdly, the design of learning methods should pay more attention to the change of students' learning styles. Due to the information explosion and the rapid update and development of science and technology, human beings have entered the era of lifelong learning. That is to say, the traditional education based on imparting information can no longer meet the requirements of students to go to society. With the improvement of information conditions and easy access to information, self-learning skills and theory and methodology become very important. In the process of education, the new teaching method should emphasize the cultivation of problem-solving ability, students' independent ability, and the cultivation of team spirit of active participation in division of labor and cooperation, all of which are carried out under specific learning scenes closely related to reality. Therefore, students should break through the traditional way of learning and change to the track of independent learning and cooperative learning. First of all, we should change students' ideas, not passively accepting knowledge, but actively devoting to learning. Secondly, in the specific operation, teachers should also put forward corresponding requirements for students' learning mode when changing the teaching mode, and make students familiar with the corresponding learning mode under the new teaching mode through practical teaching and simulated real scene teaching. Fourthly, the design of learning methods should pay attention to the cultivation of students' innovative ability. With the development of modern science and technology, the real wealth of civilization will show more and more human creativity. The explosion of knowledge requires the new generation to learn to study and the scientific and technological revolution requires a new generation of innovation and creation to forge ahead to revitalize China. We can say that innovation is the demand of The Times, the hope of the nation and the driving force of human progress. So it is very important to cultivate students' innovative thinking in the teaching of the integrated English course. So how can we cultivate it? First of all, teachers should improve our comprehensive quality and only in this way can we give full play to our imagination, thinking ability, organization ability, comprehension ability and other abilities to use the mastered knowledge, combined with the textbook knowledge, to design scientific and flexible classroom processes and activities with thinking space to cultivate students' innovative thinking ability. In addition, the cultivation of innovative thinking ability should be put into all aspects of teaching, including teaching methods, teaching means, teaching process, teaching evaluation and teaching reflection. Finally, by brainstorming and specialization and cooperation, we need to make use of the role of the teaching and research team to come up with more innovative, vivid, scientific and reasonable teaching programs and activities.

3. In the term of teachers' teaching attitude

From the perspective of teachers' teaching attitude, Charanjit Kaur Dhillon (2018) explained that, teachers with good teaching attitude and are serious, responsible and meticulous in teaching, and who are positive and have pursuit and ideals are bound to affect their students' attitudes towards learning in and out of the classroom(P. 21)). Therefore, if we want to change students' learning attitude and make them develop towards a positive and healthy direction, we must first work on teachers. Then how to maintain a good teaching attitude among teachers? First of all, teachers should have the correct thought guidance so that we have a sense of pride and sense of achievement in our own profession. Secondly, there should be a correct assessment mechanism. Teachers' teaching performance cannot be judged by unilateral evaluation and recognition of students or leaders. HUANG Jun-guan and HE Fang-qing (2007) ever pointed that the assessment system should be open and fair, objective and comprehensive and can evaluate teachers' teaching performance truly and democratically (P. 2). Only in this way can teachers' work enthusiasm be improved and teachers' spirit of loving for teaching, rooting in teaching and dedication in teaching be carried forward. Finally, the teacher's own good state of mind is also crucial. Only teachers who are both physically and mentally healthy can put more energy into teaching in a better state and influence students with a positive mental outlook. Then what should we do to maintain a good state of mind and body? First, we can find happiness through communication with others. Secondly, we can relieve the pressure of work by cultivating hobbies. At ordinary times, we should maintain a normal heart, learning to be content. There is a saying that the one with content is often happy. So, with content, we tend to find more balance and happiness in the teaching career. Still, we should always maintain an optimistic life confidence, love work, and treat life and work with a relaxed attitude.

C. From the Students' Perspective

Finally, at the student level, the key to eliminating "water lessons" and create "gold lessons" lies in the change of learning attitude, the cultivation of learning autonomy and the formation of good learning habits. Learning attitude is the most important thing. Attitude is everything. Students' learning attitude regulates their learning behavior, which is reflected in their response to learning content and learning environment. Learning attitude also affects students' learning effect and their tolerance so if we want to change some students' passive and slack learning attitude, teachers need to mobilize students' thoughts and guide them with true feelings in which teachers should set an example. With practical actions，teachers influence students and with specific methods, teachers guide students, making them first to realize the importance of learning attitude, and then master the way to change their learning attitude by plunging into specific methods and steps to do. Only in this way can students really experience a full range of possible changes both from consciousness and actions. In addition, the system and management is the guarantee, which should be specific and in place. The cultivation of students' learning autonomy first needs teachers' correct guidance. Secondly, it is also a good way for colleges to task-drive students through some autonomous learning tasks. In addition, teachers can guide students to make plans for independent learning and teach them methods of independent learning. Then, through constant practice and adjustment, a set of self-fit methods of independent learning can be formed. The next is to rely on good study habits of continuous, scientific and reasonable arrangement of learning. The formation of good study habits cannot be completed overnight, but it needs years of accumulation and summary, continuous improvement and perfection, and finally gets fixed within a certain time. As teachers, we need to guide students to first determine the general direction and goals, and then make the goals specific, the more specific the better. For example, make your ideal goal specific to your annual goal, your annual goal specific to your semester goal, your semester goal specific to your monthly goal, your monthly goal specific to your weekly goal, and your daily goal specific to what you should do in each period of time. And then, by taking appropriate notes and then ranking them according to their importance and urgency, students' actions are materialized and their actions become more directed and motivated. A good habit of study is thus formed at this point. In a word, "water lessons" can be eliminated and "golden classes" can be created if students achieve the above three points and fully cooperate with teachers, mutually enhancing each other.

IV. CONCLUSION

The construction of the integrated English course affects all aspects and the project is huge and complex, requiring the joint cooperation of the management team, teachers and students. But as long as we study carefully, keep practicing, summarize in time and improve at any time, we believe that the construction of the integrated English course can be done well. The course construction is the inevitable way to eliminate "water lessons" and create more "gold lessons". We have the confidence and ability to fight this battle well.

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Using Drama Approach and Oral Corrective Feedback in Enhancing Language Intelligibility and Oral Fluency among English Majors

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Abstract—The present paper investigated the effect of drama approach and oral corrective feedback on improving English majors intelligibility and oral fluency at Shaqra' University, Kingdom of Saudi Arabia. The tools of the present paper were an interview, pre-posttests, a rubric of the scoring scale and an observation checklist. The participants of the paper were thirty English majors. The paper compared the conventional method to the intervention based on two types of drama approach strategies and three types of oral corrective feedback. Data were statistically analyzed to test the hypotheses. The results indicated that there were no significant differences between the paper groups due to the conventional method in the pretest, whereas there were significant differences in the posttest in favor of the experimental group due to the intervention. Findings of the observation techniques indicated that thought tracking was preferred by the students to soundscape and clarification request mostly used by the teacher.

Index Terms—drama approach, oral corrective feedback, oral fluency, intelligibility

I. INTRODUCTION

Teachers seek to motivate, direct, and support their students through varying and using creative strategies. Drama approach is one of the most effective, powerful and significant strategies in language teaching and learning, it helps the students to engage in a creative learning and develop their cognitive abilities. Hence, dramatic approach not only helps the students to give different responses during discussing and practicing language skills, but also lead them to accommodate to higher, multiple and more advanced levels of linguistic abilities.

Language oral fluency and speech intelligibility are challenging processes that require great efforts from both teachers and students. Speech intelligibility has a great impact on how the student is able to express a meaningful communication and also affects the way of speaking that reflecting on oral fluency of EFL learners. Intelligibility is the tool that measures the degree of how the speech is understood, so that it is affected by the clarity and comprehensibility of utterance. Intelligibility is a complex cognitive skill, it includes voice quality, speech rate, sentence rhythm and word stress. EFL learners have poorer oral English expression skills, fluency and clarity than English native speakers. To help EFL learners to use accurate forms of the spoken language in meaningful situations, teachers have to focus and develop the factors of intelligibility. Students should have the opportunity to express themselves effectively through reflecting actions and using models for learning and teaching basic oral skills during practice activities in natural communication, hence drama approach could be attributed to achieving a meaningful communication.

(Becker2013; Francis 2014; Weinberger 2013) pointed out the effective role of clarity in improving spoken language. They asserted that intelligibility was an appropriate goal for teaching oral skills and it couldn't be measured accurately. There are few studies that examined the interrelationship between language intelligibility and oral fluency, Thomson (2015) showed there were not enough studies had methodically explored how intelligibility and oral fluency of L2 of the spoken language were interrelated. Blake & et al (2019) asserted that improving intelligibility enhanced learners of English language and suggested further studies to test the role of intelligibility in determining the effectiveness of different interventions for the speakers of English language**.** Mallen & Pavon (2019) concluded the importance of measuring the capacity of learners' oral production and the urgent need to conduct a real situation of teaching practices determining the interrelationship between intelligibility and oral fluency.

Much debate assumed the impact of oral feedback on modifying students' performance during an application of the spoken training strategies. The ideal and well-trodden tasks have to be built on a clear, well- organized and appropriate feedback to cover students' needs. The assessment of teaching progress is determined by the degree of how teachers reflect on students' performance through choosing a powerful designed integrative feedback to correct mispronunciation and inadequate choice of words, Solikhah (2016) assured that oral corrective feedback improve students' speaking competence, though the immediate correction of students' errors when they are speaking. Premarathne (2018) indicated the impact of a teacher's immediate feedback as a reaction of a student's utterance that constitutes a purposeful intention also, he asserted that oral corrective feedback had a positive effect on controlled speech and helped in producing an accurate format discourse level with continuous practice.

Similarly, Ningkrum (2020) analyzed oral corrective feedback used by the teachers to correct the students' error on

their speaking performance. The study indicated that the teachers corrected the students' speaking errors, mostly in grammatical structure and pronunciation and recast and elicitation were the most frequented corrective feedback type used by English Teachers. Hence, the present study selected recast and elicitation feedback as an instrument that harmonized oral fluency and drama approach.

Drama approach and oral feedback may compensate the students' lack of intelligibility during practice spoken language, it used to examine the problems, situations, and tackle these problems through using artistic methods for teaching drama courses in the light of continuous oral corrective feedback. Both of them help teachers and students to reflect using actions to create an imagery of the dramatic plays and gives opportunities for students to express their thoughts, ideas, emotions to practice language, communicate effectively and edit their performance when they are performing different situations.

II. CONTEXT OF THE PROBLEM

On checking level seven students' oral fluency and intelligibility in a drama course (Shakespeare course) through applying a diagnostic test. The results showed that most students had low scores and lacked clarity and oral fluency. So, the researcher carried on an oral interview consisted of a checklist of twelve open -end questions to identify the problems and difficulties that faced student during learning and teaching Shakespeare course. The results of the interview proved that 88% of the level seven students faced problems during practicing oral skills even more than that, they need more practice and activities to improve their oral fluency. Soundscape, thought tracking and oral corrective feedback adopted by the teacher may compensate for information processing weaknesses students suffer from through emphasizing strengths and therefore, help them to speak more clearly and improve their oral skills.

III. STATEMENT OF THE PROBLEM

Most students in the English department lack the oral fluency and clarity required for English majors. This paper investigated the effect of drama approach (soundscape and thought tracking) and oral feedback on improving oral fluency and intelligibility of the English majors at Shaqra' university, Kingdom of Saudi Arabia.

IV. QUESTIONS OF THE PAPER

1-To what extent does regular method affect students' intelligibility and oral fluency?
2-To what extent do soundscape and thought tracking strategies affect students' intelligibility and oral fluency?
3-To what extent does oral corrective feedback affect students' intelligibility and oral fluency?

V. HYPOTHESES OF THE PAPER

1- There was a significant difference between the average scores of the study groups at the .05 level due to conventional method in the pre-test of oral fluency and intelligibility.
2- There was a significant difference between the average scores of the study groups at the .05 level due to soundscape thought tracking strategies in the posttest of oral fluency and intelligibility.
3- There was a significant difference between the average scores of the study groups at the .05 level due to oral corrective feedback in the posttest of oral fluency and intelligibility.

VI. THE SIGNIFICANCE OF THE PAPER

This research solves the main problems faced by the students on the seventh level of the English department in drama course, improves the students' intelligibility and enhances oral fluency. It can also help teachers and students learn more about the different techniques of drama methods, which can effectively teach a Shakespeare course and improve oral fluency and language intelligibility.

VII. THEORETICAL BACKGROUND

A. Drama Approach

The dramatic approach is defined as the way teachers participate in the entire classroom in the entire scene to create a dramatic world to explore and solve the problems face students in the communication process (Rosler, 2010). The present paper defined drama approach as the techniques used by both teachers and students to help students to be intelligible and speak more fluently in response to a drama course (Shakespeare's play "Hamlet")to explore and tackle the problems that facing them during practicing oral skills.

B. Oral Corrective Feedback

Ölmezer-Öztürk& Öztürk (2016) defined verbal corrective feedback as a technique used by teachers to modify the output in attractive ways. The present study defined as teacher's styles of correcting students' oral errors using recasts and elicitation to attract students' attention to correct errors and change their performance.

C. Intelligibility

Choppens-Hofman &Terband (2017) defined it as a person's ability to speak clearly, the speaker can understand and communicate with the speaker. The present study defined intelligibility as the ability of English major students to produce a very clear, and an accurate spontaneous speech to improve their oral language skills to comprehend dram course and perform the plays in natural speech.

D. Oral Fluency

Oral fluency is defined as how students read related texts smoothly, quickly and clearly (Kocaarsan, 2017). This paper defined oral fluency as the ability of students to speak clearly in a Shakespeare course (Hamelet), create suitable situations fluently, and produce natural speech.

E. Related–studies

Studies have pointed out that students lack oral proficiency and encounter many problems in oral development. Researchers have to study more research to improve students' ability to communicate fluently and easily (Greenfader &et al, 2015; Nzanana, 2016; Wen, 2015). Alharbi(2015) indicated that students had problems in oral proficiency and Saudi students had low proficiency in English communication skills, Alharbi asserted that the system of education in the kingdom of Saudi Arabia had to reinforce the use of creative and contemporaneous approaches to improve oral skills of the students.

The traditional methods of teaching language skills have proven to be not effective and sufficient, therefore teachers have to search for different ways and vary their instructions to meet the students' need. One of the most effective and creative strategies are drama-based activities that can help learners to improve their abilities at different levels and at different ages. Many studies have compared traditional methods with dramatic methods. Galante & Tomson (2016) investigated a study adopting the dramatic approach and its effect on oral fluency. The participants of the study were twenty- four students from English Brazilian learners. The researchers followed the experimental design following a drama instruction and comparing it to the traditional method. The Results of the pre-post tests indicated that drama-based techniques could be effective in improving English oral fluency more than the traditional EFL instruction.

Some studies have compared the effectiveness of drama-based activities as a learning strategy in the development of an oral English ability. Fauzan (2014) investigated a study aiming at exploring the effect of the improvisation technique on improving students' oral capacity of English majors at Widyagama Mahakam university, the study adapted the rubric of the oral proficiency assessment rubric. The results of the study proved that improvisation improved the speaking ability of the learners, and they have more positive attitudes towards oral abilities.

Man & et al. (2019) indicated that students' had a serious problem in oral fluency in intermediate schools, thus they conducted a study to explore the effect of drama-based strategy on improving oral fluency. The study used interviews for fifteen weeks during the intervention, focusing on oral assessment, and classroom observation, adopting Cambridge English oral assessment based on vocabulary, grammar, pronunciation, discourse management and task completion. Results of the study showed there was an improvement in students' oral proficiency, and they achieved advanced levels especially in discourse management.

Lin and Francis (2014) examined the relationship between language intelligibility and oral fluency. The study measured the speech quality according to intelligibility and compared it to acoustic measures of fluency. The results of the study proved the high connection between language fluency and intelligibility are interacting in a very complex way.

Pishkar & Dabaghi (2017) examined the role of modern English drama's texts on improving students' oral fluency and accuracy. Researchers distinguish between fluent learners, non-fluent learners, and imprecise learners. The results indicated that drama approach improved students' oral fluency and modern English drama's texts covered the gap between course-book dialogues and natural usage, and can help students to practice language in real-life situations.

The impact of oral corrective feedback in improving spoken language was investigated by Alsolami (2019) exploring the essential role of oral corrective feedback on the language oral skills, indicating that corrective feedback was used as a support strategy to improve learning process and provide a platform through which teachers can interact with their students. Additionally, Chehr, Farrokhi & Zohrabi (2018) examined the effects of different corrective feedback on Iranian EFL learners' spoken accuracy and fluency. Results revealed that all groups were different in both the extensive recast and delayed explicit metalinguistic groups' spoken accuracy in favor of recast. Another research was investigated by Farrokhi & et al. (2017) to examine the effects of different types of oral feedback on Iranian English students' fluency and accuracy. The researcher used the intensive recast and explicit metalingustic feedback. Results showed that corrective feedback had no significant effects on the EFL pre-intermediate level learners' spoken accuracy. Solikha (2016) studied the impact of oral feedback on oral skills. The participants were 30 students from the English department, Bantara University. The study used recasts, explicit, implicit and clarification requests. Results revealed that students' performance influenced positively by corrective feedback. Unsal (2020) investigated error correction in EFL classes based on students' perspectives. The samples of the study were 65 students at Kafkas University. The results indicated that 90% of the learners would like to be corrected when they had errors during the process of speaking English.

VIII. MATERIALS AND METHODS

A. Design of the Study

This paper applied the quasi-experimental design with quantitative and qualitative data collection. Participants' of paper were divided into an experimental group which exposed to two strategies of drama approach and three types of oral corrective feedback. The control group was taught using conventional method.

B. The Paper's Participants

Two groups of thirty students from the level seven in the English department, Shaqra University, Kingdom of Saudi Arabia. The sample of the paper was purposely selected, they were divided into an experimental group and a control group each one contained fifteen, they were assigned to answer the pre-post oral tests and participated in the piloting of the interview. Participants are all women, aged between 20-22. Their oral fluency is between medium and low levels. Both the control and the experimental had the same characteristics. Each student had the same serial number in all the stages of the experiment. The control group received the conventional method, whereas the experimental exposed to the intervention. The researcher was the teacher of the course, her age was 40 with 18 years of college teaching experience. The participants were provided with sufficient information about the experiment, the tools used, their responsibilities, the steps in the experiment, the method of evaluation, and their right to withdraw.

C. The Instruments of the Paper

1- An interview.
2- The pre- post oral tests to compare the effect of soundscape and thought tracking strategies on intelligibility and oral fluency.
3- A Rubric of the Scoring Scale.
4- An Observation checklist based on the analysis of drama strategies and oral corrective feedback.

D. Teaching Procedures

In the first semester of the 2018/2019 academic year, the duration of this experiment is sixteen weeks. The study examined the effects of two strategies of drama approach soundscape and thought tracking with two types of corrective feedback recasts and elicitation on intelligibility and oral fluency through teaching Hamlet for level seven as in the course description of Shakespeare course. The research is divided into three teaching stages. Firstly, the researcher taught both groups using the conventional method for seven weeks, then measured the intelligibility and oral fluency of the two groups using a rubric scoring score based on intelligibility and fluency, which included intonation, voice quality, speech rate, numbers of pauses, vocabulary and structure (Table2). Secondly, the control group used the conventional methods to complete the course, while the experimental group received two drama strategies through three oral feedback corrections. (Table1) below showed the procedures of the experiment. Observation was applied through taking notes and records, the researcher wrote the students' response to each type. Lastly, the researcher applied the post- oral tests for the two groups to compare the results. A committee composed of two teachers and researcher from the English department shared in the evaluation process of the pre-posttest.

TABLE (1)
PROCEDURES OF THE EXPERIMENT IN THE FOLLOWING TABLE :

Groups	Tests	strategies of drama	Oral corrective Feedback	Tests
Experimental group1	Pre oral - test	Soundscape	Recasts/Elicitation /Clarification request	Post oral - test
		Thought tracking	Recasts/Elicitation/ Clarification request	
Controlgroup2		Conventional	Conventional	

Drama approach strategies:
Thought tracking:
Students played the roles in Hamlet's play through continuous and sustained roles using clear oral language. They focused on pitch, tone, volume when speaking. Students were oriented, directed and followed up by the teacher.
Soundscape:
According to Hamlet's acts, students used various tones, rhythms and words to perform scenes. Students need to understand the situation first, and then they think about speech speed, sentence stress, intonation and tone to match them with the situation. Teacher warmed-up and modeled soundscape through choosing certain situations from the play to brainstorm speech.
Oral corrective feedback strategies:
Recasts: When a student made a wrong speech to indirectly help him/her express the correct form, the teacher will repeat the speech several times to help them produce the correct forms.
S: his feel and most unnatural mother……
T: Revenge his foul and most unnatural murther…..
It is not (Refenge) but (Revenge), It is not(feel) but (foul) It is not(mother) but (murther).
Elicitation: Teacher uses fill in the blanks, questions and pauses give opportunities to complete utterance after

repeating the correct forms when the student produces erroneous speech to help him/her directly to produce the correct forms.

S: O all you loost of heaven! earth !

T: What (host)…… O earth ……..

Clarification request: Teacher uses request phrases such as (could you..-Do you think…-Sorry – Excuse me- I wonder if …-What.. - Pardon me.. etc) to show that he misunderstand when the student produces erroneous utterance.

S: So my anseption prevent you discovery ….

T: Excuse me! What? Repeat again

S: So shall my anticipation prevent your discovery…..

TABLE (2)
RUBRIC OF THE SCORING SCALE OF INTELLIGIBILITY AND FLUENCY

Norms	Scores	Criteria
Intelligibility	15-12	Excellent to very good: **1-voice quality** is clear with slight distortion of pronunciation but not affect intelligibility. 2-**Intonation** is placed correctly closer to native speakers. **3-sentence-level stress** is appropriate and understandable, but with few stress mistakes but not affect intelligibility.
	11-8	Good to average: **1-The voice quality** is clear, the pronunciation is moderate, and the voice is always clear and recognizable. 2-**Intonation** is sometimes inappropriate. **3-sentence -level stress** is understandable, but with some stress mistakes, which sometimes affect intelligibility.
	7-0	Fair to very poor: **1-voice quality** is mostly unclear, and severe pronunciation distortion makes the voice difficult to understand. 2-**Intonation** is always inadequate, hard and causes misunderstanding. **3-sentence -level stress** needs the listener to focus more to follow the speaker, and make speech hard to understand.
Fluency	15-12	1-Excellent to very good: 1-**Speech rate** is fast, regular and smooth, without repetition or hesitation, but smooth ideas require more time. 2-**Number of pauses** are very limited and short pauses occurred, but not more than two. 3-**Vocabulary** is appropriate and use vocabulary effectively with minor errors which not affect meaning. 4- **Grammar:** speaker uses a high control of structure basics with minor errors, which not affect sentences structures.
	11-8	Good to average: 1-**Speech rate** is accepted, but uneven, with many repetitions, and indecision. It takes a long time for the flow of ideas. **2-Number of pauses**: long pauses occurred more than two times. 3-**Vocabulary** is accepted with some lexical inadequacies that affecting the meaning. 4- **Grammar:** the student makes frequent errors in tenses with minor errors in words' order.
	7-0	Fair to very poor: 1- **Speech rate**: the speech is slow and jagged, repeated many times, with many hesitations and inappropriate thoughts. 2-**Number of pauses** increased and prevented connecting ideas. 3-**Vocabulary** is inappropriate, short and affect meaning. 4- **Grammar:** speaker has poor control of structure basics with severe errors which affect sentences structures and makes speech incomprehensible.

E. Homogeneity between Groups in the Oral Proficiency Tests

The results in the following table (3) and (4) indicated that in the pretest, no significant differences were found between the two groups. Therefore, it is assumed that the two groups are statistically equivalent, and any difference in the post-test results can be attributed to the treatment.

TABLE (3)
RESULTS OF HOMOGENEITY OF VARIANCES LEVENE STATISTIC TEST FOR THE CONTROL AND EXPERIMENT GROUP BEFORE THE EXPERIMENT (INTELLIGIBILITY) PRETEST (DF = 28).

		Levene Statistic	df1	df2	Sig.
Intelligibility	Based on Mean	.654	1	28	.426
	Based on Median	.289	1	28	.595

TABLE (4)
RESULTS OF HOMOGENEITY OF VARIANCES LEVENE STATISTIC TEST FOR THE CONTROL AND EXPERIMENT GROUP BEFORE THE EXPERIMENT (FLUENCY) PRETEST (DF = 28).

		Levene Statistic	df1	df2	Sig.
Fluency	Based on Mean	2.551	1	28	.121
	Based on Median	1.474	1	28	.235

F. Validity and Reliability of Intelligibility and Fluency Tests

The reliability showed that the Cronbach's Alpha of intelligibility test was .763 and fluency was.776, which indicated that the tests were reliable.

IX. PRESENTATION OF RESULTS AND DISCUSSIONS

The paper displayed a set of descriptive statistics and performs a normal distribution test for all variables in the study, thereby selecting an appropriate statistical test for the study variable set in the following table. The following table (5) summarized the descriptive statistics of all variables.

TABLE (5)
DESCRIPTIVE DATA STATISTICS FOR ALL VARIABLES:

var	mean	std	Kolmogorov-Smirnov[a] statistic	Normality p.value	graph
The experimental group before the experiment with regular method for Intelligibility(pretest	5.9333	1.43759	.200	0. 2	
The control group before the experiment with regular method for intelligibility (pretest)	5.4000	1.76473	.200	0.2	
The experimental group before the experiment with regular method for fluency(pretest)	7.0000	1.46385	.200	0.2	
The control group before the experiment with regular method for fluency(pretest)	6.8000	2.00713	.200	0.2	
The experimental group after intervention Intelligibility (posttest)	10.6667	1.79947	.200	0.2	
The control group with regular method Intelligibility (posttest)	6.8667	1.18723	.200	0.2	
The experimental group after intervention Fluency (posttest)	11.5333	2.13363	.200	0.2	
The control group with regular method Fluency(posttest)	8.3333	1.17514	.200	0.2	

Table (5) above showed the average value, standard deviation, Kolmogrov-Smirnov statistics and normality distribution of the pretest. Normality tests indicated that its p-value and normal distribution graph shown that all

variables are normally distributed, so parameter statistics are used.

The paper displayed a set of descriptive and inferential statistics were used to test this hypothesis: to what extent does the regular strategy affect students' intelligibility and oral fluency?

TABLE (6)
RESULTS OF THE PARAMETRIC PAIRED SAMPLES ORAL TEST BEFORE THE START OF THE EXPERIMENT WITH THE REGULAR METHOD.

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	The experimental group with regular method for Intelligibility - The control group with regular method for Intelligibility	.53333	1.99523	.51517	-.57159	1.63826	1.035	14	.318
Pair 2	The experimental with regular method for fluency - The control group with regular method for fluency	.20000	2.07709	.53630	-.95025	1.35025	.373	14	.715

The results shown in table (6) above ,there was no significant differences were found between the two groups in the pre-test, due to the conventional methods, (Sig = .318, .715).

The paper displayed a set of descriptive and inferential statistics were used to test this hypothesis to what extent do soundscape and thought tracking strategies affect students' intelligibility and oral fluency?

TABLE (7):
RESULTS OF THE PARAMETRIC PAIRED SAMPLES ORAL TEST AFTER THE START OF THE EXPERIMENT WITH INTERVENTION.

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	The experimental group after intervention Intelligibility - control group with regular method Intelligibility	3.80000	1.99523	.51517	5.07662	2.52338	6.384	14	.000
Pair 2	The experimental group after intervention Fluency - control group with regular method Fluency	3.20000	2.07709	.53630	4.57572	1.82428	4.989	14	.000

The results in table (7) above indicated that there was a significant difference between the two groups, which was beneficial to the students in the experimental group, which can be attributed to the intervention (Sig = .000).

Observation was used to test this hypothesis: To what extent does oral corrective feedback affect students' intelligibility and oral fluency?

TABLE (8)
OBSERVATION RESULTS OF ORAL CORRECTIVE FEEDBACK

No	Oral corrective feed back	Frequency of Use in Every Act in Hamlet					Total of Frequency	Percentages
		Act1	Act2	Act3	Act4	Act5		
1	Recast	15	22	10	21	6	74	23.5%
2	Elicitation	20	32	15	16	9	92	29.3%
3	Clarification Request	30	42	42	21	13	148	47.2%
	Total						314	100%

The results in Table (8) above, indicated that all the three types were used by the teacher during teaching Shakespeare course (Hamlet). The percentages showed that clarification request had the highest percent, 47.2% then elicitation had 29.3% and the lowest one was recast 23.5%.

TABLE (9)
OBSERVATION RESULTS OF DRAMA APPROACH STRATEGIES

No	Drama approach strategies	Frequency of Use in Every Act in Hamlet					Total of Frequency	Percentages
		Act1	Ac2	Act3	Act4	Act5		
1	Thought tracking	3	4	4	4	2	17	68%
2	Soundscape	1	2	3	2	0	8	32%
	Total						25	100%

The results in Table (9) above, indicated that the two types were used by the students during teaching Shakespeare course (Hamlet). The percentages showed that thought tracking = 68% was higher than soundscape = (32%).

X. Findings

According to the findings of the paper, the results were discussed according to its steps:

1- In the first step, the researcher evaluated the students' intelligibility and fluency after using the conventional method in both groups the mean of intelligibility in the control = (5.400) whereas in the experimental =(5.933). The average fluency of the control group = (6.800), and the average fluency of the experimental group = (7.000), which indicates that the levels of the two groups are roughly the same, and there is no difference between the two groups.

2- In the second step, the researchers used the observation techniques to evaluate students' response to oral corrective feedback and drama approach strategies, results showed that teachers used clarification request mostly because students preferred it to recast and elicitation. The superiority of clarification request over the others may be related to several reasons, such as, characteristics of Saudi girls; they are very sensitive, shy and very polite, so that, clarification request may be the best choice, also the experience of the students, individual differences may attribute in their preference. In this paper, student preferred thought tracking rather than soundscapes for the following reasons: the teacher noticed that students enjoyed more in performing characters more thinking of producing accurate utterance, and teacher found that practicing of thought tracking is easier than soundscape.

3- The final step of the paper displayed the results of the post-test to compare the results, the average of intelligibility in the control = (6.86) whereas in the experimental = (10.66) also, It is also the average of fluency in controls =(8.33) whereas in the experimental = (11.53) results showed a difference between two groups in the posttest in favor of experimental group due to the treatment.

XI. Implication

There evidences that the identification and recognition of different types of dramatic methods and oral feedback affect the degree of progress in oral language skills. Both strategies help to reduce problems when practicing oral skills, so drama methods and oral feedback can be used in the teaching of other courses in the English department, such as listening and speaking courses, and reading comprehension courses. By surveying the results of the students in literature courses in the English department at Sharqra' proved that students' need more creative strategies to improve their performance in these courses, hence the present paper strategies can attribute in improving and supporting them to raise their levels in literary courses.

XII. Recommendations

Based on this paper, the following recommendations are made:

1- Language intelligibility and fluency should be given more attention in our EFL classes. More time and efforts should be spent to enhance them.

2- Supportive and sustained oral corrective feedback should be offered throughout drama courses to help students identify their weaknesses and encourage them to increase their involvement and motivation.

3- Further research is needed sorely to explore the issue of how to help the students at several and different levels to develop and enhance oral fluency and intelligibility.

4- Additional studies should pursue the investigation of the relationships between students' performance, oral skill measures and instructions.

5- Further research is needed to examine the effect of drama approach and oral corrective on language accuracy.

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Application of Explanational Translation Approach to English Idioms

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Abstract—**Idioms, the crystallization of language, are always rich in cultural connotation and national flavor. Translating idioms is quite a difficult task because only a few English idioms have equivalents in Chinese idioms due to linguistic, especially cultural differences. Explanational translation, literal translation, free translation, compensatory translation, borrowing, integrated approach, are six translation tactics in translating English idioms into Chinese. This paper aims to propose the explanational translation approach, one of important and indispensable tactics to Chinese translation of English idioms based on Eugene A. Nida's view on translation and culture. In order to keep the flavor of the original English idioms as well as to cater for the Chinese readers, each tactics should be reasonably employed in the process of translating. It is worth discussing on the application of explanational translation approach to English idioms so as to better use explanational translation tactic in translation, hoping to cast some enlightenment on further research in this field.**

Index Terms—**idioms, semantic, culture, explanational translation, approach**

I. INTRODUCTION

McCarthy defines idiom as: "strings of more than one word whose syntactic, lexical and phonological form is to a greater or lesser degree fixed and whose semantic and pragmatic functions are opaque and specialized" (1998, p.130). Thus, we cannot make the meaning of the idioms based on our understanding of the individual words that make up of them, since idioms or set phrases are important products of language and culture of a society.

According to Eugene A. Nida, "In transferring the message from one language to another, it is the content which must be preserved at any cost; the form, except in special cases, such as poetry, is largely secondary, since within each language the rules for relating content to form are highly complex, arbitrary, and variable." (Nida & Taber, 2004, p.105). In his opinion, "if by coincidence it is possible to convey the same content in the receptor language in a form which closely resembles that of the source, so much the better: we preserve the form when we can, but more often the form has to be transformed precisely in order to preserve the content. An excessive effort to preserve the form inevitably results in a serious loss or distortion of the message." (Nida & Taber, 2004, p.105-106).

II. THE COMMONEST PROBLEMS OF CONTENT TRANSFER ARISE IN IDIOMS

Obviously in any translation there will be a type of "loss" of semantic content, but the process should be so designed as to keep this to a minimum (Nida & Taber, 2004, p.106).

In Nida's opinion, "idioms are some of the most obvious candidates for semantic adjustment, for the very fact that they are idioms means it is unlike that the same type of distinctive form will have the same meaning in another language. The adjustments are quite understandably of three types: (a) from idioms to nonidioms, (b) from idioms to idioms, and (c) from nonidioms to idioms" (ibid).

Frequently idioms are shifted to nonidioms in the process of transfer. For example, "to gird up the loins of the mind" (Peter, 1966, p.13), or "gird (or gird up) one's loins", meaning "summon strength of will to enter vigorously on an enterprise" (Collins, 1960, p.125), may be transferred as "to get ready in one's thinking." And an idiom such as "heap coals of fire on his head" (Rom., 1964, p.20), meaning "make a person who has injured one feel remorse or shame by kindness, generosity, return of good for evil" (Collins, 1960, p.137), becomes "make him ashamed." (Nida & Taber, 2004, p. 106).

It is possible to match one idiom by another in certain instances. For instance, "in Shipibo, 'to have a hard heart' (a phrase which if translated literally would mean 'to be brave'), is transferred into an idiomatic equivalent, 'his ears have no holes.' In one African language, the epitome of human wisdom is not 'flesh and blood,' (in the phrase 'flesh and blood have not revealed it unto you'), but 'an old man with a single hair.' In certain cases some translators have felt that it is essential to indicate in the margin the exact form of the Biblical idiom. This is entirely all right, but in most instances it is really not necessary" (Nida & Taber, 2004, p.106).

Whereas one inevitably loses many idioms in the process of translation, one also stands to gain a number of idioms. For instance, "faith" may be rendered - as in Tzeltal - as "to hang on to God with the heart," and "peace," as in a number of African languages, is "to sit down in the heart," Such idiomatic renderings do much to make the translation

come alive, for it is by means of such distinctive expressions that the message can speak meaningfully to people in terms of their own lives and behavior[1] (ibid).

It is always complex to render idioms of one language into another, much more so if the two languages involved are of backgrounds and cultures so unlike each other (Deng, 1989, p.40).

III. NIDA'S VIEW ON TRANSLATION AND CULTURE

The study of translation theory has gone through a long journey. Many scholars believe that a qualified translator should be not only bilingual, but also bi-cultural, and only in this way, can he/she produce a good translation. Eugene A. Nida, a most authoritative translation theorist and practitioner, also attaches much importance to cultural effect on translation (Chen, 2007).

Since language is a part of culture, translating from one language into another cannot be done satisfactorily without adequate knowledge of the two cultures involved. In the research of translation, Nida, E.A. has become aware of the great importance of cultural factors in translating. He holds that the cultural factors in translating are more significant than the purely linguistic differences. In his view, the most serious mistakes in translating are usually made not because of verbal inadequacy, but of wrong cultural assumptions (Nida, 2001). It can be illustrated in the idiom translation. Source language (SL) idioms are often found to be lively in the SL culture, but hardly understandable, if translated literally, because target language (TL) readers' cultural background, which differs by varying degrees from that of SL readers, often becomes a misleading factor.

For example: "Their boss pays the highest wages, but he wants his pound of flesh in return and makes them work very hard." In this sentence, the idiom "a pound of flesh", which comes from Shakespeare's comedy *The Merchant of Venice*, means "to insist cruelly on repayment of what was borrowed"; "full payment, however harsh the terms may be. The allusion is to the bargain made by Shylock with Antonio in *The Merchant of Venice*." (Collins, 1960, p.179). Literally, it is "*gē ròu huán zhài; cán kù zhà qǔ*" and its implied meaning is "*hé fǎ ér bú hé lǐ de yào qiú*" or "*h é q ńg dàn bèi yú qíng lǐ de yào qiú*" in Chinese (Luo, 2006, p.35). And if you say that you are "as poor as a church mouse", you are emphasizing that you have very little money, it can be translated into "*qióng dé xiàng gè jiào huā zǐ*" or "*jiā tú s ìb ǐ*" in Chinese. These idioms only have meanings in terms of the cultures in which they function, the translator cannot understand them adequately without careful consideration of their cultural backgrounds. Therefore, "for truly successful translating, biculturalism is even more important than bilingualism, since words only have meanings in terms of the cultures in which they function." (Nida, 2001, p.82) That is, "Only by being in the countries in which a foreign language is spoken can one acquire the necessary sensitivity to the many special meanings of words and phrases." (ibid).

Cultural differences have brought many difficulties to translation, and only by cultural adjustments and modifications, can we successfully reach the goal of "functional equivalence", or go near to its requirements. That is also the close connection between the two important aspects—functional equivalence and cultural factors in Nida's views on translation.

According to Nida, differences of culture may be a reason for having marginal notes in a translated text. That is to say, it's very difficult for you to find a proper word or sentence to transfer the meaning, so you have to add an annotation. For example, "To meet one's waterloo" means "to have a miserable failure" or "to have a crashing defeat", it comes from a famous battle in 1815 called Napolean's Last Battle, whereby Napolean had a miserable failure which led to his eventual failure. In fact, "waterloo" means nothing to Chinese people, while the place name "waterloo" means a lot in the SL culture because of the historical event. In order to make it understand, marginal notes or annotations in a translated text are needed (Chen, 2007).

Since different people may also have differences in their national psychology, which refers to the character, emotion, value and religious belief of a nation, formed in its long process of evolution and development. People are accustomed to their own ways of expressions shaped by their own histories and cultures. Many words have different pragmatic implications in different countries. In a certain context, some words' designative meanings are different from their deep meanings. These differences, seemingly invisible, though are lions in the way for cross-cultural communication and translation. For instance, the term "Judas' kiss", from *the Bible*, which alludes to the betrayal of Jesus by Judas Iscariot, who kissed him as a way of identifying him to the soldiers who came to arrest him, means "*yóu dà zhī wěn, sǐ wáng zhī wěn*" with the implication for "*chū mài péng yǒu*". And people who say "talk turkey" mean "speak seriously and plainly" or "*tán zhèng jīng shì, zhí shuài dì jiǎng*" in Chinese (Chen, 2007).

Different societies may hold different cultural backgrounds. Besides the common features of human society, there also inevitably exist cultural differences. In translation, these cultural differences turn to be cultural obstructions, which are common but never to be simply dealt with since they limit translatability. Cultural factors thus having been one of

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[1] It is not without interest to note that many persons who readily agree to the addition of idioms, *i. e.*, changes from nonidioms, are nevertheless reluctant to permit any changes from idioms to nonidioms. But one cannot have his cake and eat it too. What one must give up in order to communicate effectively can, however, be compensated for, at least in part, by the introduction of fitting idioms. One of the difficulties is that too often translators are not sufficiently sensitive to the possibilities of idiomatic expressions, and hence the end result is a weakening of the figurative force of the translation, since they do not compensate for loss of certain idioms by the introduction of others (Nida & Taber, 2004, p.106).

the greatest reasons to cause translation problem which are "frequently due to the cultural 'gap' or 'distance' between the source and target languages". (Newmark, 2001, p.94)

It is exactly a hard task to translate English idioms into Chinese due to different cultural backgrounds, but it is of great significance to employ explanational methods of translation in idiom translation based on Nida's view on translation and culture.

IV. USING EXPLANATIONAL APPROACH IN TRANSLATING ENGLISH IDIOMS

Liberal translation can transfer English cultural information effectively when translating between English and Chinese. However, it is sometimes difficult to find out a suitable Chinese word or expression to employ when translate idioms from English into Chinese. "In many instances idioms can only be satisfactorily rendered by non-idioms in a target language" (Nida, 2001, p.28). Therefore, for the purpose of improving the sending of original meaning of the backgrounds and allusions that are supplied to enhance English idioms, one important and indispensable translating skill may be employed, that is, explanational translation.

Explanational translation approach is quite useful in improving the sending of original meaning of the backgrounds and allusions of English idioms. Take "eats no fish and plays the game" as an example. In the following sentence:

"John can be relied on. He eats no fish and plays the game." can be translated as:

A. John *wéi rén kě kào. Tā jì zhōng shí yòu zhèng zhí.*

B. John *wéi rén kě kào. Tā bù chī yú, bìng qiě cān jiā bǐ sài.*

C. John *wéi rén kě kào. Tā jì zhōng shí yòu zhèng zhí.* With a note: "eats no fish and plays the game" *chū zì yī gè diǎn gù, zhǐ yīng guó yī lì shā bái nǚ wáng shí dài, yē sū jiào tú wèi le biǎo shì duì zhèng fǔ de zhōng chéng，jù jué zūn shǒu fǎn duì zhèng fǔ de luó mǎ tiān zhǔ jiào zài xīng qī wǔ zhǐ chī yú de xí sú.*

Therefore, "to eat no fish" means "to be loyal", it is "*zhōng chéng, guāng míng zhèng dà*" in Chinese.

Observing those versions, we find C is more preferable. Though B expresses the literal meaning of the English idiom "to eat no fish", Chinese people just know the one is clever and witty who likes eating fish. What's more, B has no link with the context. A can let readers know the explanation of "to eat no fish", but not know why. Only C lets readers know the spirit of this idiom as well as the source (Chen, 2007).

By adding the note, readers know that in English history, the conflicts between old Christian religion and Protestantism were vehement. The old religion stipulated that in feast days, people could only eat fish, but Protestants refused to eat fish in feast days to show their decision of converting to Protestantism. So "to eat no fish" means "to be loyal". "To play the game" means "to take part in a match by observing the rules", and it is transferred to mean "being upright and honest". Therefore, this sentence should be translated liberally into C with the supplementary notes.

V. THE NECESSITY OF EXPLANATORY NOTES

Liberal translation is by far the most common way of translating idioms when an equivalent cannot be found in the TL or when it seems inappropriate to use idiomatic language in the target text because of differences in stylistic preferences of the source and target languages. You may or may not find the paraphrases accurate (Chen, 2007). This is done at the expense of a neglect of style. In this case, some loss of the rhetorical features, sometimes part of the meaning, is inevitable. The translator attempts to minimize the loss with explanation so as to provide readers with information necessary for appreciating idioms. To those idioms with allusions, readers may be wondering about the stories related to them, though they know the meaning from the paraphrase.

In this case, it is necessary to use concise note to compensate the cultural differences and decrease cultural loss. This method should be cautiously used to avoid tediousness and the explanatory notes are usually footnotes.

For example, "Worth one's salt", which means "being a good worker, or a productive person; worth what one is paid" (He, Wang, & Chen, 1991, p.483), is liberally translated into "*chèn zhí*" in Chinese with a footnote "*gǔ shí yòng yán fù gōng zī, gù yán zhī.*"

"A cat's paw" which means "a person used as a tool by another" is translated into "*bèi rén lì yòng de rén*" with a note "The allusion is to a fable about a monkey that wished to get some chestnuts from the fire without burning itself, and used the paw of a cat" (Collins, 1960, p.85). It is "*yuán yú yù yán, hóu piàn māo huǒ zhōng qǔ lì, māo zhuǎ tàng shāng, hóu shí lì*" in Chinese.

In order to improve the sending of original meaning of the backgrounds and allusions, the translator use an explanatory note to provide the reader with information necessary for appreciating these idioms when there is no equivalent in the TL or when it seems inappropriate to use idiomatic language in the target text. More examples are as follows:

"Damon and Pythias" is translated into "*mò nì zhī jiāo*" with a note "Damon and Pythias *shì gǔ yì dà lì rén, shì mò nì zhī jiāo de diǎn fàn*". It is said that Damon and Pythias are friends in classical legend so devoted to each other that when Pythias, who had been condemned to death, wanted time to arrange his affairs, Damon pledged his life that his friend would return (Yu & Guo, 1999, p.26). Its implicated meaning is conveyed completely by its liberal translation "*mò nì zhī jiāo*" and the explanatory note. Obviously, it will be better to translate it into "*mò nì zhī jiāo*" in this way instead of

"Damon and Pythias", since very few people know the two, if it is rendered literally, readers have to figure out who Damon and Pythias are, what the implicated meaning and the source are, which will make readers puzzled under certain circumstances.

In translating "Pour oil on troubled waters" into "*píng xī fēng bō*" in Chinese with the footnote "*chuán shuō háng hǎi yù dào fēng làng, ruò bǎ yóu dào rù hǎi lǐ, kě píng xī hǎi làng*", the explanational translation is applied so as to make its implicated meaning and spirit clear to readers. It is obvious that "*píng xī fēng bō*" can convey effectively the meaning of the idiom: "calm a disagreement, violent dispute, etc., or bring about appeasement in a disturbed condition. The allusion is to the fattening effect of oil on waves" (Collins, 1960, p.179) and the explanatory note can make its source known.

In order to compensate the cultural differences and decrease cultural loss, as well as improve the sending of original meaning of the backgrounds and allusions, explanatory notes are used in the above examples so as to provide the reader with information necessary for appreciating these idioms.

VI. CONCLUSION

According to Nida and Taber (1969), "translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style" (p.12) and the success of the translation depends above all on achieving equivalent response. In Nida's view, translating was to reproduce "the closest natural equivalent to the source-language message" in the receptor language, not to get something completely identical (Nida & Taber, 1969, p.12). Later on, he said emphatically, "'Equivalence' cannot be understood in its mathematical meaning of identity, but only in terms of proximity, i.e. on the basis of degrees of closeness to functional identity" (Nida, 1993, p.117). It is obvious that in Nida's theory, the term "equivalence" is used in a relative sense, i.e. the closest possible approximation to the source-language message. According to Nida's view of culture, cultural awareness should always be kept in mind while translating. Language and culture do not always match from one language to another although they are closely related.

The application of explanational translation approach in translating English idioms into Chinese makes the gap between both cultures and languages narrow and makes cultural exchange among countries more possible. This paper is just a preliminary research on explanational translation approach of English idioms in the perspective of semantic adjustment. It is believed that further research and more explorations in this field are worthy and in great need.

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The Communication Power of Chinese Novel Coronavirus Pneumonia (COVID-19) News Reports in Light of the Framing Theory

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Abstract—This paper attempts to use the Framing Theory and the Conceptual Metaphor Theory to explain the surface frames and deep frames often used by Chinese state media in face of the COVID-19. It discusses how the official discourse achieves its purpose of inspiring based on the audience emotion , and enables the audience to be more determined and courageous to overcome the epidemic, which best displays the communication power news reports with regard to COVID-19. It is found that Chinese official media mainly use metaphorical frames such as WAR, COMPETITION, and BARRIERS, and non-metaphorical frames such as SOLIDARITY, CONFIDENCE, and VICTORY. News reports of Chinese state media fully highlights the unity of the Chinese people in fighting against the epidemic, which helps persuade the audience to understand and trust the Chinese government and to become more determined and courageous in the battle.

Index Terms—surface frame, deep frames, conceptual metaphor, communication power

I. INTRODUCTION

The development of cognitive linguistics has made language research no longer limited to the analysis and description of language phenomena (speech). On the basis of the Conceptual Metaphor theory, analyzing the underlying ideology of a language can enrich the social dimension of the language. Lakoff & Johnson (2003) proposed that metaphor is an important mindset of humans to interpret the world, and such conceptualized cognition approach is conceptual metaphor. As George Lakoff indicates, "the lotus of metaphor is not in language at all, but in the way we conceptualize one mental domain in terms of another"(Lakoff,1992,p.4). Thus conceptual metaphors link two conceptual domains, the "source" domain and the "target" domain. We use our knowledge about source conceptual domain to reason about target conceptual domain. In this way, conceptual metaphors are constituted not by words or linguistic units, but by ontological mapping across conceptual domains. Lakoff (2004) pointed out that frame exists in the human brain in the form of a neural circuit, which is a deep-rooted psychological structure that determines how we view the world. That is, when a person hears or reads a word, it activates the cognitive network of this term.

Based on the Framing Theory proposed by Lakoff, the news discourse has been analyzed as the corpus. The words in the reports can activate a certain mental structure, namely the surface frames, which can activate the corresponding values, namely the deep frames（Lakoff, 2006）. Frame is usually expressed as metaphors, images, and cultural stories, which are connected to the emotional center of the human brain（Wang & Zhang, 2018）. People think and reason by means of frames which affect our behavior and mentality（Lakoff, 2004）. The framing effect one question exerts varies with the framing methods, guiding target audience to make different decisions. In the face of the sudden Novel Coronavirus pandemic around the world, the Chinese government delivers relevant messages through state media, provides timely explanation and counsel, and enhances the communication power of the news discourse in a positive way. Otherwise, against the backdrop of COVID-19, negative opinions might have been piled up and caused public panic.

II. FRAMING ANALYSIS BASED ON THE PANDEMIC REPORT

Frame is the psychological structure related to the real world. We use this kind of thinking to understand reality and construct our own world. Frames can be classified into surface frames and deep frames (Lakoff, 2006). Frame is also a metaphorical mindset with which to make people think and reason in a more logical manner (Ji & Wang, 2019). Frame shapes and influences the way we reason and behave (ibid). Frame can be viewed as a neural circuit of a synapse in the brain. When a word or phrase is often repeated, the neural circuit responsible for inferring the meaning will be activated in the brain of the audience, and become more solid (Wang & Liang, 2017). Therefore, if the government wants the general public to accept some view of point, the relevant frame must be activated by the repetition of certain words that also fit with the values of the audience (Wang & Zhang, 2018).

This paper selects 11 relevant reports as corpus from China Daily by using "Coronavirus"as the key word. Based on the Framing Theory and the Conceptual Metaphor Theory, it tries to retrieve the metaphorical vocabulary and explain its framing method and ideology of the language.

A. Metaphorical Frames

TABLE 1
A SUMMARY OF METAPHORICAL FRAMES

Frame	Metaphorical Vocabulary	Number	Percentage
War framing	抗疫（39）抗击（16）一线（14）打赢（9）阻击战（8）支援（7）战胜（6）牺牲（6）冲锋（6）战疫（5）战士（4）奋战（4）战斗（4）英雄（4）战场（3）前线（2）攻坚（2）硬仗（1）保卫战（1）	141	74.6%
Competition framing	赛跑（6）大考（4）争分夺秒（3）	13	6.9%
Solidarity framing	人类命运共同体 （35）	35	18.5%
Total		189	100%

First of all, in the 11 news reports on COVID-19, words such as anti-epidemic(抗疫), fight（抗击）and front line（一线）are used as high-frequency words which activate the war framing. As the fight against the COVID-19 continues, other relevant words such as combat（阻击）, fight（抗击）and defeat（战胜）are activated. These reports reveal that the Chinese fight against the COVID-19 around the country, and medical workers fight on the front line without fear of death. Thus the Chinese people have been motivated to work as a team and make enormous efforts to defeat COVID-19, a common threat to humankind.

Eg.1 在大考面前，党始终把人民群众的身体健康和生命安全放在第一位，举全国之力救治患者，实现应收尽收、应治尽治，不惜代价、不计成本打赢疫情防控阻击战，为人民的生命安全和身体健康筑起坚固的"长城"。这场史诗级的伟大抗疫实践正是中国共产党初心使命的最好阐释，彰显了党把人民放在第一位的赤子之心。

Example 1 illustrates the courage and determination of the Communist Party of China (CPC) to lead people to curb the epidemic at any cost. There is still a long way to go before the COVID-19 is rooted out all over the country. Yet since the establishment of CPC in 1921, there have been ups and downs but the Party has confronted and overcome the challenges every time. It takes people as the top priority and be committed to serving them. In this fight against the pandemic, the Communist Party of China never gives up anyone, striving to confront the challenge so as to ensure people's well-being.

Eg.2 在全球疫情暴发的危机时刻，中国选择毫无保留地将抗疫经验分享给世界，同世界一起同舟共济、共抗疫情，为在全世界范围内早日战胜疫情贡献中国智慧。

Example 2 illustrates that China shares its experience in epidemic control with other countries and makes joint efforts to overcome the epidemic. In fighting the epidemic, China fulfills its solemn commitment to building a community with a shared future for mankind. China seeks closer international cooperation on medicine and vaccine development, and does its utmost as a responsible global player to assist countries and regions affected by the virus

Repeating the war framing closely related to the cognitive perception can resonate with the audience. War means cruelty and sacrifice in essence. As the hundreds of millions of Chinese fighting against the global pandemic, the audience need to be motivated and guided to respond to the governmental anti-epidemic appeal. Thus this framing can serve as more persuasive vehicles in the press communication.

B. Non-metaphorical Frames

TABLE 2
A SUMMARY OF NON-METAPHORICAL FRAMES

Frame	Non-metaphorical Vocabulary	Number	Percentage
Cooperation framing	共同（81）合作（20）一起（10）分享（10）共产党人（8）众志成城（6）使命（6）万众一心（2）共赢（2）	145	47.5%
Belief framing	精神（45）力量（34）担当（20）生命（12）信心（11）动力（11）团结（8）坚守（6）初心（5）希望（3）加油（2）守护（2）必胜（1）	160	52.5%
Total		305	100%

The non-metaphorical frames are mainly classified into categories of 'cooperation' and 'faith'. In news reports, words such as joint(共同), cooperation（合作）and together（一起）activate the frames of COOPERATION and SOLIDAIRTY, which inspires people to work together to overcome the difficulties.

Eg.3 中国非凡而果断的决策得到了中国人民非凡而积极的响应，这是政府与人民上下一心、通力合作的经典案例。

Eg.4 因此，要以家国情怀凝聚起巨大行动力量，把自己的理想同祖国的前途、民族的命运紧密联系在一起，做到胸中有全局、脑中有方法、肩上有责任，把爱国情、强国志、报国行自觉融入到建设中国特色社会主义事业和实现中国梦的奋斗之中，汇聚起勇敢追梦的磅礴之力，向着中华民族伟大复兴的宏伟目标不断迈进。

The above two examples illustrate that fighting against the COVID-19 pandemic remains a long and uphill journey

which cannot be fulfilled on one's own. Throughout history, the Chinese nation has cherished the belief that many hands make light work. That's why since the outbreak of the pandemic, people across the country has followed the leadership of CPC and demonstrated the great solidarity and mutual help. Rescue teams from every corner of the country as well as resources provided by different groups came to Wuhan's aid. The national concerted efforts have given this fight more golden time and epitomized the initial success.

Eg.5 战胜关乎各国人民安危的疫病，<u>团结合作</u>是最有力的武器。

Eg.6 当疫情在全球多点暴发和扩散时，中国展现担当，在做好国内防控工作同时，积极开展<u>合作</u>、分享经验、提供帮助，与世界各国并肩战斗、筑牢抗疫防线，以实际行动诠释人类命运共同体理念的价值，向全球传递信心和力量。

Example 5 and 6 show that under the influence of the COVID-19 pandemic, mutual beneficial cooperation between countries is dispensable. At the crossroads, China has volunteered to share it experience in fighting the pandemic with countries and regions concerned, actively coordinated and communicated with the rest of the world, and injected confidence and courage into the global society. The activated frame of COOPERATION can arouse the sense of identity from people abroad, including Chinese students broad, and overseas Chinese. By doing so, audience both at home and abroad will be motivated to be part of the fight against the pandemic. The Chinese government persuades people into working together to combat the COVID-19 and safeguard the physical welfare of the general public. Thus, in the spirit of building a community with a shared future for mankind, China has provided the 'China Solution' for the well-being of everyone.

In Chinese news reports about COVID-19, words such as spirit(精神), power（力量）, confidence（信心）, and contribution（贡献）activate frames of FAITH and CONTRIBUTION. They highlight the determination and confidence of the Communist Party of China to win the fight against COVID-19, and encourage the audience to be firm in belief and to overcome the difficulties involved.

Eg.7 讲好"中国抗疫故事"，展示<u>中国精神</u>的强大力量。

Eg.8 火神山、雷神山从无到有的横空出世，防护物资从严重紧缺到库存充足，中国人民以智慧与汗水书写着改天换地的伟大创造<u>精神</u>；一封封炙热的请战书，一个个逆行的身影，抒发着中国人民越是艰险越向前的伟大奋斗<u>精神</u>；一批批白衣战士、一台台装满防护物资与生活物资的车辆飞驰湖北武汉，结对帮扶、共同抗疫，彰显着中国人民万众一心、众志成城的伟大团结<u>精神</u>；我们不仅能打赢疫情防控阻击战，我们还要打赢脱贫攻坚战，全面建成小康社会，实现第一个百年奋斗目标，展现着为实现中国梦而奋勇前行的伟大梦想<u>精神</u>。

The frame of FAITH can evoke positive emotion. Example 7&8 illustrate that spiritual support empowers the Chinese people to go forward despite great difficulties in the fight against the COVID-19. This kind of expressions can arouse people's potential through emotional motivation, and inspire the audience to firmly fight against the epidemic. These news reports communicate positive messages to the general public, and the Chinese spirits guide people to fight the battle with firm belief. As China achieves some good results in the current stage in fighting against COVID-19, the entire country is more motivated to control the pandemic in the coming future..

This paper analyzes the metaphorical and non-metaphorical frames of the 11 news reports on the fight against the COVID-19 in Chinese official media. Limited in number, these reports analyze the deep frames beneath the surface frame, of WAR, such as SOLIDARITY, COOPERATION and FAITH. These frames are in line with the current cognition of the audience and meet their emotional needs. In this way, the news reports are appealing enough to remove public anxiety in face of challenges brought by the pandemic and persuade the public to accept the views of the media, so that people will be deeply touched and jointly support governmental measures.

III. COMMUNICATION POWER BASED ON THE FRAMING THEORY

In the face of the unexpected Coronavirus pandemic, news reports from the Chinese state media have become the major ground for the government to deliver messages concerning the prevention of the epidemic. They have been useful vehicles for talking to the public, removing their doubt and worries, and getting closer to them. Activating the deep frames of news language can guide the public opinion and increase public confidence. Thus, communication power is enhanced based on audience-targeted action.

Communication Effect

Communication, originated in the United States, is a new social science in the 20th century. Harold Dwight Lasswell, an American scholar, was the first to come up with the model of communication process. In 1948 in *The Structure and Function of Communication in Society*, he put forward a theory of communication process, which focuses on "Who (says) What (to) Whom (in) What Channel (with) What Effect", "5W" briefly. Communication effect is the ultimate goal and tests the effectiveness of the communication procedure（Zhou & Xie, 2018）. In the field of communication studies, communication effect refers to how much the communication with the intention of persuasion leads the audience to change their concepts and behavior, or to exert some influence on a society, whether these influences are intentional or unintentional, direct or indirect, obvious or potential.

In this battle against the COVID-19, news communication has given full play to its power. In addition to the 11 news discourses selected in this study, news reports have been released by the Chinese state media and networks, and spread

on the platforms such as Weibo and WeChat. Thus, they have delivered powerful messages, such as the danger and transmission of the virus, to every corner of the country, which immediately enabled the general public to be mentally and physically prepared for the fight against the pandemic and become more aware of hygienic habits. The entire society at once deployed personnel and resources to combat the pandemic, with groups from all walks of life coming to Wuhan's rescue. Every Chinese has made their own contribution to fighting against the pandemic. Thus, I strongly feel the significance of news communication and its meaningful role in the battle. Though once ignored in our daily life, the power of news communication in reality has been deeply felt in this fight against COVID-19.

IV. Conclusion

By analyzing the language frames of news reports from the Chinese state media, this paper concludes that both conceptual metaphors and frames are strong in cognitive abilities, and good use of framing and metaphors can breathe new life into the news languages. These news reports not only positively guide the public opinion in China and motivate the collective combat against the pandemic, but also appeal to the international audience, thus forming consensus and gaining international recognition. The concerted efforts made by the general public to overcome challenges have inspired the audience and aroused their sense of collectivistic values. In this way, the unified recognition system of combating the pandemic has been established and the great communication power of news realized.

Appendix

[1]   https://cn.chinadaily.com.cn/a/202003/25/WS5e7ad840a3107bb6b57a89c2.html
[2]   https://hain.chinadaily.com.cn/a/202003/25/WS5e7ad06ba3107bb6b57a89aa.html
[3]   https://cn.chinadaily.com.cn/a/202003/25/WS5e7ab940a3107bb6b57a8941.html
[4]   https://cn.chinadaily.com.cn/a/202003/24/WS5e79af38a3107bb6b57a8709.html
[5]   https://china.chinadaily.com.cn/a/202003/24/WS5e795986a3107bb6b57a8545.html
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[7]   https://cn.chinadaily.com.cn/a/202003/23/WS5e78a84ba3107bb6b57a84b0.html
[8]   https://china.chinadaily.com.cn/a/202003/23/WS5e7819bca3107bb6b57a822a.html
[9]   https://cn.chinadaily.com.cn/a/202003/22/WS5e775628a3107bb6b57a8114.html
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Exploration on Constructing 3-Dimensional Teaching Model in Comprehensive English

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Abstract—**Due to the restrictions of traditional teaching model, serious problems emerge in Comprehensive English teaching, which hamper the practical competence of English major students. Based on the essentials of John Dewey's pragmatic ideas, this study explores and proposes the 3-dimentional teaching model in Comprehensive English and aims to promote English basic skills, innovative thinking intelligence and professional practical competence of the English major talents.**

Index Terms—**comprehensive English, pragmatism, 3-dimension, teaching model**

I. BACKGROUND OF THE STUDY

Highly-qualified English major talents are in great demand in the 21st century. The Ministry of Education (2000) issued the teaching syllabus of English major which stressed the five essentials demands on the English major talents. The five demands includes: solid lingual competence, broad knowledge, professional knowledge, high capability as well as the high moral quality.

Comprehensive English is stipulated as the one of the core courses of English major curriculum of higher learning during the first two years which constitutes about 108 teaching hours each term and spanning 4 terms. It accounts for the most teaching hours in the English major course in accordance with the English major curriculum. According to the course description by the teaching syllabus of English major of Higher Learning, this course aims to cultivate students' overall English language proficiency, such as listening, speaking, reading, writing, and translating via intensive text analysis. Further, it also projects to cultivate highly qualified English talents in the long term.

Comprehensive English is one of core courses of English major, which stresses the integrated skills. It is a core course with Chinese characteristics (Li Guanyi, 1995). The development of teaching model of Comprehensive English undergoes three phases.

The first phase: 1950s-1970s

Developing from the English Intensive Reading in the 1950s under the influence of the Soviet teaching model and the Chinese traditional teaching model, the English Intensive Reading took the "reading- recitation" model with the text analysis as the key task that teachers analyzed the vocabulary, phrases and sentences word by word and intensified them through grammar, translation and writing drills. Besides, English pronunciation and intonation, English grammar and Extensive Reading were regarded as the supportive courses to English Intensive Reading. For a certain period, the "reading- recitation" model guaranteed the solid English basis for the English major. However, with the introduction of western linguistic and teaching theories and methodologies and improving of the environment of foreign language learning and this model was being questioned.

The second phase: 1980s-1990s

The late 1970s saw an increasing international communication and English speaking played an ever increasingly significant role in international exchange. With the introduction of western linguistic and teaching theories and methodologies, scholars at home gained a deep insight into foreign language teaching. As far as English Intensive Reading was concerned, the teacher-centered teaching model didn't fit the cultivation on students' critical thinking competence and analytical capability, and the teaching material was out of date and lacked realistic instructions, the Intensive Reading textbooks had little connection with listening, speaking and extensive reading books. Communicative teaching theory has updated the foreign language teaching ideas at home. The English teaching syllabus for the elementary level of English major of higher learning (1989) transformed English Intensive Reading into Comprehensive English. The task of Comprehensive English stated by the syllabus was to impart the basic language knowledge to the students systematically, to train them the basic language skills- listening, speaking, reading and writing and to cultivate students' communicative competence.

Although the traditional teacher-centered teaching model has been widely adopted in Comprehensive English teaching, it turns out that the interaction between teachers and students is kind of unilateral information transmission, with memorization as the major teaching approach. Teachers play the dominant role in class who mainly impart the information while students play the subordinate role and are passively exposed to the information. The process of a unit could be generalized as" to preview the new words, analyze text structure, paraphrase language points, explain grammar and complete exercises". The monotonous process ignores cultivation of students' thinking intelligence and puts students into a passive position. Under the influence of traditional teaching concept, currently, the traditional teaching

model are still greatly employed in Comprehensive English class, which hampers students' learning motivation, learning interest and ingenuity.

The third phase: from 2000 till today

The teaching syllabus for English major of higher learning (2000) depicts Comprehensive English as through language skills training and discourse analysis, students' lingual skills as listening, speaking, reading, writing, and translating will gradually improve and teachers instruct the students in acquiring communicative competence through various communicative activities in class. Through the new syllabus, the objective of Comprehensive English could be interpreted as first, to cultivate students' overall language skills comes as the basic objective of the course; second, to cultivate students' critical and innovative thinking competence comes as the primary objective of the course; and third, to cultivate students' all-round practical capacity comes as the ultimate objective of the course.

John Dewey (1859-1952) is a leading representative of Pragmatic education philosophy as well as a famous educator and philosopher of the 20th century. His major masterpiece has left a profound influence to education since the 20th century. His major masterpiece included "Democracy and education" published in 1916. His Pragmatic education ideas as well as the establishment of education philosophy as an independent subject were fully reflected in "Democracy and education". John Dewey's Pragmatic ideas in the late 19th century transformed the traditional American education into modern. The fundamental Pragmatic idea lies is the essence of education—namely, education is life; education is growth; education is experience, which serves to be the basics for Pragmatic Thinking Intelligence ideas, curriculum theory, and active occupation theories. Besides, his major reflections on "students-centered" teaching model, "learning by doing", "reflexive thinking intelligence" and "5-step situational teaching" has left great instructions to modern teaching.

The study on John Dewey's education philosophy and educational ideas in China has entered a new stage since 1979. It has been noted the connection of pragmatic education philosophy with the practical life in a rational way. Shan Zhonghui (2007) states the realistic instructions of pragmatic education philosophy reveals: first, to re-think the education objective; second, to further explore the curriculum and teaching method; third, to insist on education experiment.

Realistic instructions to current English teaching reform could be learned from John Dewey's thoughts. With regard to the teaching of the core course of English major curriculum, Comprehensive English teaching, Professor Yang Limin, from Beijing University of Foreign Studies states that enhancement of students' critical thinking should be paid attention to in line with Pragmatic Thinking cultivation. Currently the student-centered teaching model exhibits the Pragmatic students-centered teaching model; Situational teaching in line with Pragmatic instructions should be employed in Comprehensive English teaching.

Concerning the restrictions of traditional teaching model applied to Comprehensive English, the problems in current English teaching and the instructions of John Dewey's pragmatic ideas, it is necessary to introduce a more effective teaching model in Comprehensive English class so as to greatly enhance students' basic English language proficiency, innovative thinking and overall language practical competence.

II. THEORETICAL FRAMEWORK

For John Dewey, the human experience has been transmitting and developing which is the condition of the existence of education; education is the basis of common social life due to the ongoing communication of human experiences; the link between education and social life makes education work. He holds "since growth is the characteristics of life, education is all one with growing." He also points" education is life since education lasts for the whole life. He further believes that "school is the society" and the criterion to judge the value of school education is the extent to which it creates a demand for continuous growth.

John Dewey holds that the business of the school is to create an environment in which play and work shall be integrated and conducted to facilitate the desired mental and moral growth." And four points generalize his main ideas on curriculum theories: first, the curriculum design attaches importance to the unity of students, knowledge and society; second, the curriculum pattern stresses the integration of subject curriculum and active occupation; third, teaching and curriculum are united in the curriculum implementation; fourth, both external and internal worth are valued in the curriculum judgement. He proposes the exploratory learning method which attaches importance to instructing children to explore and develop their independent thinking actively. He strongly objects to the traditional teaching which had been built solely on the textbooks. He holds that the active teaching is the only way to reform the traditional teaching.

Based on the five-step in thinking, he suggests the five-step teaching approach：first, a genuine situation which includes continuous activities the students are interested in; second, a realistic question in the very situation which functions as the stimulus to encourage thinking; third, the mastery of knowledge by which the student use to deal with the question, fourth, a series of approaches to solve the problem; fifth, an opportunity which he take to reflect, assess and test the feasibility and validity of his original ideas.

Dewey believes that all thinking has two aspects, namely, a perplexed or confused situation at the beginning and a cleared-up, unified, resolved situation at the close. It tells that to adapt oneself into the environment is an essential way to cultivate thinking intelligence of human being.

III. APPLICATION OF 3-D TEACHING MODEL IN COMPREHENSIVE ENGLISH

A. Teaching Objective of the 3-Dimensional Model in Comprehensive English

Through the new syllabus, the objective of Comprehensive English teaching is as following. First, it aims to consolidate students' English basic knowledge. Secondly, it aims to enhance students' innovative thinking intelligence critically through solving various tasks in class. Thirdly, it projects to promote students' practical competence featuring English speaking proficiency.
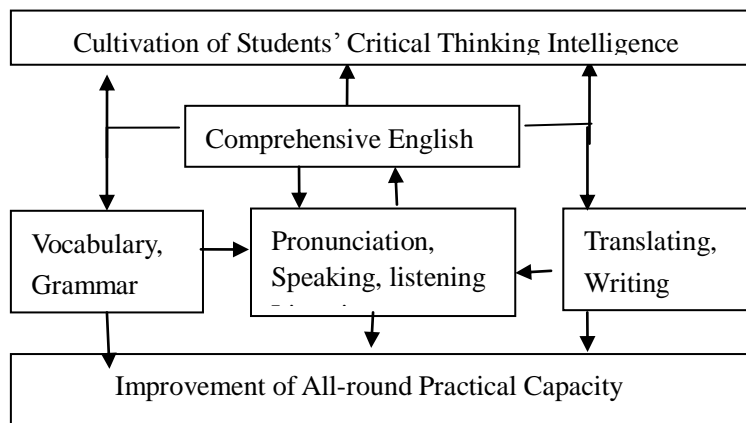
It is manifested in the graph the correlation of students' critical thinking competence, integrated language skills and overall English practical capacity. It displays that students' critical thinking cultivation lays the primary importance to advancing students' language skills systematically in that transforming, broadening, and developing students thinking intelligence activate students' motivation and interest in English learning. Through the training of integrated language skills, students' practical capacity to independently solve problems will gradually elevate.

B. On the 3-Dimensional Teaching Procedures of Each Unit of Comprehensive English

The author employs the teaching instructions to the students face to face. The 3-D teaching model is adopted in the experimental class with the Contemporary College English, textbook 3 as teaching material. The textbook may be applied to the second-year English major students for the first term. 15 units are covered in the textbook. Each section is supposed to be completed ranging 6 to 8 teaching hours.

Three-step teaching is required in Experimental class, which is pre-class preparation, in-class instruction and after-class assignment.

To prepare, students are supposed to preview the text which includes mastering the correct and standard pronunciation and intonation of new words and phrases, searching for the background information about the author and the background for creation of the text through online resources and collaborative learning. At this stage, the teacher can help the students to make the correct pronunciation of each word, or even each phoneme which students are frequently committing errors.

To search the background knowledge of the text, rich on-line resources are expected to use. Firstly, each student is expected to collect as much information independently. And then, individual student is encouraged to exchange his information with peers and the group, so broader information and ideas could be exchanged and gathered.

As for the group work, the experimental class is divided into several working groups either by design or randomly. Each group contains particular members. In the experimental class, 21 students are grouped into 5. Each group is required to make the presentation at the beginning of the comprehensive English class for one week. It clarifies that each group will make 3 presentations during classes for one week. Team members take the initiative to determine subject, content, form, the style of the performance all by themselves. They are expected to brainstorm, to collaborate and to complete the task in the simulated situations. By this way, their major knowledge and skills are intensely practiced, and their way of thinking are stimulated and their high sense of cooperation will be gradually tapped.

At the second stage of the in-class instructions, the group members are welcomed to display their presentations, and the rest of the students will make suggestions or comments on their presentation. Then, the teacher instructs in detail about intensive text analysis. During teaching, the teacher may adopt flexible method, such as debate, discussion or impromptu speech to further consolidate students' English speaking and overall English skills.

As for the after-class assignment, it is really necessary for the students to master the assignments and exercises in the final of each unit. Besides it is further a must for them to complete theme-related writing, prepared presentation and discussion to further consolidate the in-class information.

IV. METHODOLOGY

A. Purpose of the Study

This study aims to get the first hand data with regard to Comprehensive English teaching under the 3-D teaching model and the traditional model. And it adopts experiment and interview to find out the different effectiveness between the 3-D teaching model and the traditional teaching model in Comprehensive English teaching and furthermore, aims to explore the feasibility of 3-D teaching model in Comprehensive English teaching.

B. Instrument of the Study

Tests on students' overall skills and speaking proficiency are employed in this study.

C. Experiment

The definition of Experimental method denotes to the "approach to educational research in which an idea or hypothesis is tested or verified by setting up situations in which the relationship between different participants or variables can be determined" （Richard, 2005, p.246）

In this experiment, two second year classes of English major are chosen as the experimental group （EG） and the control group （CG）respectively. One classes of EG is taught under 3-D teaching mode in Comprehensive English class and while the other is under the traditional teaching mode in Comprehensive English class. The teachers give two classes face-to-face teaching. A teacher adopts 3-D teaching mode in Comprehensive English in the EG, emphasizing on students' speaking proficiency featured by improving students' English pronunciation and intonation, basic knowledge and innovative thinking competence with diverse teaching methods. A teacher employs traditional grammar-translation teaching model which emphasizes on students basic knowledge and skills in English learning. The two groups differ in teaching models with the identical textbooks.

1. Test on students' overall English basic knowledge and multiple-skills.

The identical teaching materials are used in two classes. The experiment lasts for two terms.

The TEM-4 test papers of 2018 and 2019 were adopted as the pretest and post-test which occurred at October, 2018 and April, 2019 respectively. The TEM-4 is the authorized, standard, systematic test which can evaluate the English major students' overall English basic knowledge and multiple-skills.

Analysis on the scores of TEM-4 of 2018 employed as the pretest

Table 4.5 shows the statistics of the scores TEM-4 of 2018 as the pretest. One non-directional test is carried out to assess the significance at the 5 percent level. Group 1 represents the EG and Group 2, CG.

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
pretest	1	22	53.0455	5.66087	1.20690
	2	22	52.2727	7.45259	1.58890

The above table shows that the mean score of Group 1 is 53. 04 and that of the Group 2, 52.27, which is slightly lower than Group 1. And the pretest tells that both group show a relatively low score in the TEM-4 of 2018 and the students' basic knowledge and overall competence from two groups urgently needs improving. More detailed report reveals in the next table.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pretest	Equal variances assumed	3.096	.086	.387	42	.701	.77273	1.99530	-3.25394	4.79940
	Equal variances not assumed			.387	39.181	.701	.77273	1.99530	-3.26255	4.80800

The above table reveals the statistics that are critical to evaluate the English basics of both groups. The Table 4.8 shows, the value in the column labeled Sig. is 0.086, which is greater than 0.05. This tells that the two groups have equal variances. In this case, the statistics in the row labeled Equal Variances Assumed is referred to.

With the critical value of the statistics t for the 5% significance level, the calculated value of is 0.701, which is less than the critical value. It indicates that the pretest scores of both groups have no significant difference. It further tells that both groups have similar English basic language foundation, which is far from satisfying and urgently need improving through further study, however, the mean score of Group 1 is slighter higher than Group 2.

Analysis on the scores of TEM-4 of 2019 employed as the post-test.

Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
posttest	1	22	61.2727	7.06556	1.50638
	2	22	56.7273	7.22550	1.54048

The table above shows that the mean score of Group 1 is 61.27 and that of the Group 2, 56.73, which is about 4.15 points lower than Group 1. And statistics tells that both groups under the two different teaching models have enjoyed a progress through two terms learning compared with the pretest and the improvement of the scores of Group 1 under the 3-D teaching model is greater than Group 2 under the traditional teaching model. And further details reveals in the following table.

Independent Samples 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
posttest	Equal variances assumed	.227	.636	2.110	42	.041	4.54545	2.15459	.19731	8.89360
	Equal variances not assumed			2.110	41.979	.041	4.54545	2.15459	.19725	8.89366

The table above reveals the statistics that are critical to evaluate the English basics of both groups. The second table shows, the value in the column labeled Sig. is 0.636, which is greater than 0.05. This tells that the two groups have equal variances. Thus, the statistics in the row labeled Equal Variances Assumed is used.

With the critical value of the statistics t for the 5% significance level, the calculated value of is 0.041 which is less than the critical value. It reveals that the post-test scores of both groups have significant difference.

The following statistics further imply that the 3-D teaching model has more positive and greater effect on the enhancement of scores than the traditional model. During two terms of learning, both groups have seen a progress in their scores, which means that the students' English basic knowledge and multiple-skills have developed. However, on the whole, the overall improvement of Group 1 is more considerable than Group 2 and the mean score of Group 1 is about 4.5 point higher than Group 2.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest	22	44.00	73.00	61.2727	7.06556
Valid N (listwise)	22				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest	22	40.00	70.00	56.7273	7.22550
Valid N (listwise)	22				

Through the statistics of the two tables above, it could see that students in the experimental class are more adapted to the 3-D teaching model and are more active in the Comprehensive English class compared with the traditional teaching model and therefore, they have made much greater progress through two terms of endeavors. The significant difference of the post-test scores indicates that students' overall language competence of experimental class is more solid than the controlled class despite the poor language basics of both groups at the very beginning of the experiment. The passing score is 60 point. And the mean score of Group 2, 56.72, which is much lower than 60 point, implies that the overall English studying condition of the class is far from satisfying that about 50% of the students fail the exam and lack proper competence in English learning.

Tests on English speaking proficiency

Analysis on the scores of the students' English pronunciation and intonation of the experimental class

In order to test the improvement of students speaking proficiency, two tests on English speaking were given to the students from the experimental class which were conducted in early September, 2018 and early January, 2019. Both test

papers of identical level cover: first, the distinction of English sounds, second, reading aloud the English phrases, third, intonation of English sentences, fourth, reading aloud English passages and English speech, which aim to check students English pronunciation, intonation and English speaking fluency as well. Through one term of learning, the analysis of the pretest and post-test of the experimental class is listed as following:

4.3.2 Analysis on the scores of the pretest and the post-test on students' speaking proficiency.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	72.1818	22	6.29161	1.34138
	posttest	78.2273	22	7.61535	1.62360

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest - posttest	-6.04545	3.76041	.80172	-7.71273	-4.37818	-7.541	21	.000

The two tables above display the pretest mean score of the experimental class is 72.18 and that of the post-test is 78.22, which shows a considerable increase than the pretest. The next statistics from the table reveals that there is a considerable difference between the scores and the 3-D teaching model has a significant effect on the enhancement of students' speaking proficiency.

D. A Record of Student' Practical Activities

Class presentation is instrumental to promoting students' innovative thinking and professional capacity. The diversified class presentation involves each student in the experimental class. They have demonstrated different forms and further developed their overall skills. The first round of class presentations by five groups of experimental class from October and November, 2019 is listed in the following table.

Group	Time	Form
1	12th,10-16th,10	1. Interview: University education 2. Debate: To live to learn？ To learn to live？ 3. Speech: The meaning of live
2	19th,10-23th,10	1. Solo singing: Eyes on me 2. Drama show on Chinese classic play: Mulan's Story 3. DIY fashion design performance
3	26th,10-30th,10	1. Speech : Business Ethic and Low carbon life 2. Drama show: The little red hat 3. Cross-talk show in English
4	10th,11-14th, 11	1. Impromptu speech: Garbage Classification 2 .Impromptu Rap show 3.Musical instrument play: Guitar playing
5	15th, 11-19th,11	1.Speech: Steve Jobs' story 2.Interview performance: Hunting for Jobs and Interview 3. Impromptu solo singing

The above table shows that each group has revealed diverse forms of class presentations. During the preparation, they are interested and active in thinking and designing the forms and style of their performance. The members in group one are relatively shy and the forms of presentation seem a bit conservative and in the following weeks, more students grow to realize the significance and effect of the teamwork, they turn to more attentive to brainstorming and exploring more creative forms.

V. MAJOR FINDINGS AND LIMITATIONS

It has apparently improved the correctness of students' English pronunciation and intonation as well as the fluency of English speaking. Students' awareness of grasping standard English pronunciation and intonation and the fluent oral English has been strengthened. The situational tasks develop students' overall English language ability step by step. Through the entire model of full training process, students are able to communicate in the interactive activities. It stimulates students' critical thinking capacity and practical capacity. In the simulated situations in class, students are encouraged by the teacher to think independently and solve the problem though either individual work or teamwork and students expected and welcome to regard the tasks from different perspectives and speak out their ideas, exchange the

ideas, discuss or debate with each other.

In spite of the findings of the tentative study, certain limitations still exist and remain for further discussion. The limitations of the present research along with the corresponding suggestions for further research are listed. First, the number of the subjects involved is just limited, which may possibly affect the validity and reliability of the experiment. It would be more reliable if it could apply to more classes or in different universities. Second, the diverse class demonstrations are just part of the reflection of the enhancement of students' critical thinking competence, whereas, not a complete reflection. Students' professional capacity shall be enhanced through various ways. Moreover, the speaking proficiency test only applies to the experimental class. It would be more objective if it could extend to both the experimental and the controlled class.

To conclude, the 3-D teaching model in Comprehensive English class is not just a passing experience; it will be necessary to explore the reform in English teaching to further enhance the overall quality of students in the newly-established colleges.

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Review of Literature on Learners' Personality in Language Learning: Focusing on Extrovert and Introvert Learners

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Abstract—**The improvement in learning English is based on how students are enthusiastic about the subject of English. Learning languages, mainly English, is a great need, even for our primary students who have the responsibility to develop in the globalized world (Muñoz, 2002). These traits are the critical parts of one's personality because they make him unique, and what psychologists have desired to study and measure in the process of learning English as the foreign or second language. Indeed, the variations between individuals, their learning situations and the contexts where they learn are some features that can illustrate the complexity of learning a foreign language. Conversely, in research on the acquisition of foreign languages, it is essential to consider the differences between individuals, their different ways of learning styles and the environment where they are involved.**

Index Terms—**psychology, behavioral differences, introversion, extroversion**

I. INTRODUCTION

Although many other factors can influence the success of language learning, the personality factor is an internal factor that must not be rejected as the ignorance of the relationship between personality factors, and language learning will have a negative influence on teaching and learning effect. It is claimed that learners bring their emotional states to class, which affects how L2 is achieved and not just their cognitive abilities (Zafar & Meenakshi, 2012). Likewise, differences in individual learners could principally affect L2 learning results, which in turn increased or decreased L2 learning (Montero et al., 2014). Moreover, from the first days of psychology emergence, it attempts to attain two different and paradoxical objectives: to comprehend the big picture of the mind and to find out the *individual differences (IDs)* in the minds. The second one leads to a distinct sub-discipline in the psychology historically referred to as *differential psychology* whereas nowadays it is called *individual difference research* (ID) (Dornyei, 2005). Nevertheless, over the last decades, researchers have increased research fields and studied crucial aspects in this domain, as well. All through the past, personality has been discussed as the chance of people every time which is the character trait. This meaning provided previously incidentally holds the view that numerous of the decisions people make in their lives are unquestionably associated with their personality trait. This interpretation was mostly whispered by writers who believe in the concept of predictability of the personality. More or less, the scientists held the same view; the only difference was that rather than inevitability, the scientists focused on predictability of the personality (Deutsch et al., 2006).

II. LITERATURE REVIEW

As stated by Eysenck (2004), in terms of individuals' performance in numerous practical circumstances, the roles of individual differences in personality are significant. Traits symbolize implicit association between perceptible manners and characteristics to perform. The relations describe the static forms emerged from personal conduct and explain variances among individuals rather than it would be in the individuals, which may result the numerous kinds of feelings, intellects, and performing diverse methods among diverse individuals (Chamorro-Premuzic, 2007, as cited in Ahour & Haradasht, 2014). Personality, as the character, makes the correspondence between feeling, thought, and conduct. Thus the model of harmonious practice and personal quality, just as the condition of the environment may influence the personal character. Character as the pattern of personal features includes personal adjustment for living, such as significant characteristics, makes values, interests, abilities, self-awareness and feeling models (Cervone & Pervin, 2010). There are two different ways to define the personality (a) qualities to characterize an person, or as (b) the subordinate system made the different types of attributes (Boyle et al., 2008). At age 3, personality starts to become stable and at age 50, it remains to be indurated. Detecting individuals' personality traits may cause their comprehension of the future behavior (Coon & Mitterer, 2009).

Hans Eysenck is a behaviorist who holds that the personality differences are growing out of our inheritance. He was among those people who had always wanted to attack the pre-established ideas; he was brave enough to do so. He questioned the nature of most of the academic varieties of psychology and the effectiveness of psychotherapy (Boeree, 2006). Factors such as psychoticism, extroversion, and neuroticism are the main personality factors which in turn consist of personality traits. Those people who have a high score on psychoticism, are ready to develop psychotic disorders, they are aggressive, egotistical, and tough. Individuals achieving high scores on extroversion are communicative, carefree, and easygoing, consequently those who achieve low scores on the same questions, are labeled as introverts which are said to be asocial and pessimistic but at the same time they are trustworthy. Those who score high on the neuroticism are more in exposure of getting nervous or even depressed. Overall, the accuracy of the EPQ-R is completely based on the honesty of the respondent and it explains the human personality variation (Craighead & Nemeroff, 2004).

Introversion-extraversion is a definite psychological concept which implying in between phenomena at the biological and social levels and also providing an explanatory connection between them (Wilson, 1977, as cited in Cook, 2002). Recently, and simultaneously different from the stereotypical, Brown (2000), presented introverts and extraverts definition, who defines that extroversion as the amount in which a deep-seated person should receive ego enhancement, self-esteem and a sense of integrity from other people in contrast to receiving such affirmation in oneself. According to Dornyei (2005) and Ellis (2008), the extraversion and introversion dimension is the most researched personality aspect in language studies. This feature is needed to universal personality values, from the Big Five model (McCrae & Costa, 1989) to the Myers-Briggs Type Indicator (Myers & McCaulley, 1985) (MBTI) typology and the Eysenck Personality Questionnaire (Eysenck & Eysenck, 1975) (EPQ) model. Two categorizations of the way people connect to the outside world are related to extroversion and introversion (Myers, 2003).

Extroverts are engrossed in what is going on around them over their opinions and feelings. On the whole, extroverts certainly seek for inspiration outside themselves, and their energy alignment is concerning the outer world (Myers, 2003). As stated by Vandenbos (2006), extroverts are affected by the environment around them more than by themselves. Extroversion is a direction of personal interests towards the environment around the people and objects rather than the world around the personal experience. Seven features of personality that depend on extrovert dimensions are mentioned as *activity, sociability, risk-taking, impulsiveness, expressiveness, practicality,* and *irresponsibility*. The explanations are described as follow (Eysenck, 1973, as cited in Samini, 2004, p. 13) (Wafiqoh, 2019, pp. 26-27):

a) Activity

The person who has high activity tends to be active and energetic likes to do physical activities. He gets up early, does the activities quickly and different kinds of tasks.

b) Sociability

A man having high extroversion usually has high sociability. He has many friends easily, likes to go to a party, likes to do the social activity, likes to meet new friends and feels happy in friendly condition.

c) Risk Taking

Human being having high risk-taking value likes to live in dangerous situation and seek jobs that ignore the risk. He does the jobs without paying attention on his own safety.

d) Impulsiveness

The person who has this value likes to do something spontaneously without thinking firstly and make a quick decision.

e) Expressiveness

People having high expressiveness tend to their feeling freely. They usually like to show their emotions such as sad, angry, afraid, and pleasant. They show that they have high extroversion.

f) Practicality

People who have this value usually are pleasant to do practical things and not patient to do abstract and imaginative activities.

g) Irresponsibility

The man having high value on this aspect dislikes doing formal duty. He is dynamic and irresponsible in doing activities that relate to social dimension.

Conversely, introverts are fascinated by their opinions and feelings other than in issues concerning their outer world, and they are almost reluctant and unenthusiastic to speak or involve in doing tasks with others. Particularly, introvert persons have enough internal stimulation, so that they do not need further stimulus, and their alignment of energy is toward an internal world (Myers, 2003). Concisely, extroverts take the attitude of living, and comprehend it; nevertheless, introverts wish to recognize it in advance (Myers, 2003). According to Vandenbos (2006), introverts are somewhat retiring, inhibited, reserved, silent and thoughtful. They may like to reduce or protect a positive outlook, assume more doubtful views or situations, and tend to work autonomously. Extroverts, in contrast to introverts, have weak self-consciousness, in the face of suffering; for example, in a car crash, their intelligences don not keep them fast enough; as a result, they will not be able to remember easily. Rather, they are extremely ready and acquire appropriately, and consequently think of everything that takes place (Boeree, 2006). In addition, Eysenck (2004) pointed out that there are seven aspects of personality that are based on the extrovert dimension. They are *inactivity, unsociability, carefulness,*

control, inhibition, reflectiveness, and *responsibility*. The explanations are to be as follow (Eysenck, 1973, as cited in Samini, 2004, p. 15) (Wafiqoh, 2019, pp. 30-32):

a) Inactivity

It relates to physical activities. Person having this value does the task slowly. He is also tired and easy to sleep.

b) Unsociability

People having unsociability tend to have a few close friends and like doing independent activities such as reading. They sometimes feel stressed in interacting with others.

c) Carefulness

It is usual that person who has this value does the activities carefully. He avoids from dangerous things and does something that is familiar and safe.

d) Controlled

The person plans and arranges the program before doing something. He plans his bright future and thinks before acting.

e) Inhibition

People do not like to express their feelings freely. They are not easy to feel angry and calm.

f) Reflectiveness

The person likes to make abstracts and interpretation, discusses, and answers the philosophical question.

g) Responsibility

People who have this character will be believed by others easily. They do duties well and always fulfill inner conviction.

Some beliefs argue that introversion is a problem in the personality trait, not completely accepted. From psychological point of view, introvert concept can be an avoidable problem in personal behavior similar to introvert personality. For this reason, it is not a good justification for using the terms introvert personality disorder and avoidant personality disorder synonymously. These concepts have quite a few differences, the most outstanding difference is that introverts don't suffer from anxiety attacks when they are supposed to connect with other people socially which is absolutely unlike the persons with the avoidable personality disorder. However, some psychologists take an advice to be partly introverted especially when it deals with your daily activities attributed to the personality disorder (Naik, 2010).

Extroversion and introversion have been highly studied from the biological and the social viewpoints (Wilson & Languis, 1990, as cited in Altunel, 2015). Saleh (1997) declared that it is important to take account of the biological alterations, particularly the brain processing variations between diverse personality types for investigating the association between personality types and language learning developments accurately as well as their results. Therefore, the relationship between personality types and language learning as regards brain processing is understood from a new comprehensive perspective. The pioneer who investigates the relation between personality types and their biological sources was Eysenck (1967, as cited in Altunel, 2015). He stated that the being sociable, cooperative, outgoing, perception seeking, communicative, act first, think later, and a hate of being alone are the usual personalities of extroverts; however, introverts are explained as being private, reclusive, quiet, reserved, sensitive, inward, think before acting, and exhausted by groups. The importance of the Individual differences can more be felt in second language acquisition and use in our native language. Studies have demonstrated the most unusual and attractive personality trait for researchers in the second language acquisition is considered to be extroversion/introversion (Dornyei, 2005). Acquiring a second language is a complicated task, which will be influenced by linguistic and non-linguistic factors (Gass & Selinker, 2001).

The link between the personality traits and educational performance has been explored progressively. Typically, these kinds of studies have examined the correlations between personality and evaluations of school or university, such as final exam or continuous assessment (Chamorro-Premuzik, 2007). Zuckerman (2005) stated that,

Eysenck regarded introversion and extroversion as a normal dimension independent of and uncorrelated with neuroticism. He used the statistical method of factor analysis to define dimensions of personality. Eysenck define E trait in terms of items measuring two factors: sociability and impulsivity (p. 88).

Moreover, Matthews (1992) confirmed that there are differences between introverts and extroverts concerning short-term memory, in which he prepares more evidence to show extroverts are better when storing multiple verbal inputs. In addition, Matthews claimed that extroverts perform better in high-stimulation environments with better oral processing functions, faster information retrieval from memory, and a higher resistance degree to physiological stress. Many researchers reported that extroverts and introverts differ from each other in the second language research. As Ellis (2008) mentioned,

Extroversion is viewed as a factor having a positive effect on the development of L2 basic interpersonal skills, as extroverted learners are likely to interact more and more easily with other speakers of the second language. However, introspective learners may also experience an advantage: they may find it easier to study the L2 and thereby develop higher levels of cognitive academic language proficiency (p. 541).

Many classroom teachers emphasize that extrovert students are successful in L2 learning more than their introvert counterparts, especially in the communicative aspects of language ability (Lightbown & Spada, 2013). Recognizing personality variations in language learning is not only limited to instructors or scholars. Based on the interview results

made by Barron-Hauwaert (2010), it is shown parents argue that extroverts take a benefit of their children since it would provide them with more chance to exercise and involve in the process of language. Moreover, a common belief exists that extroverts and introverts have differences in L2 learning, with an advantage to extroverts. According to Laney (2002), introverts are stimulated by their inner ideas, thoughts, and feelings. They should search for a peaceful place in which they recharge themselves or reflect. Introverts freely get exhausted or *over-stimulated*. Introverts reach their open-mindedness levels much faster than extroverts when they are subjected to mental stimulation: They will open and close the eyes faster, or turn the volume down faster (Eysenck, 1992).

III. RESULTS AND DISCUSSION

A. Introversion vs. Extraversion - Social and Behavioral Differences

Behavioral introverts and extraverts' tendencies emerge from using different brain pathways which influence the direction of internally or externally peoples' focus (Laney, 2002). In addition, Laney stated that introverts and extraverts differ regarding three distinctive features that can be easily observed in the classroom. The first difference manifests how they create and restore energy; however, the former should look inwards in the search for necessary power to recharge themselves that originates from the inner world of impressions, ideas or emotions, and the latter is stimulated by the external world. This can describe why introverted learners manage to avoid social contact and go for work individually, while extraverts look for the company of other students. Furnham and Stbrac (2002) stated that favorite music leads to a stronger distracting effect on the performance of introverts on different cognitive tasks more than on the performance of extroverts. Introverts wish to spend further time alone, reading books, writing poems, painting pictures, or thinking (Wallace, 2000). Introverted students tend to be inspired remarkably by their own ideas and feelings in East Asian countries.

As Eysenck (1995) stated, extroverts enjoyed social interaction and physical pursuits, and also indicated a greater tendency in stimulating activities and unusual situations, with fewer trends towards avoiding stressful situations. Attractively, most of the contemporary trait theories contain the intro-extra aspect and also have genuinely similar construct conceptualizations. De Raad (2000) proved such a view by the fact that no single pair of personality traits has thoroughly been discussed and studied so widely as that of extroversion and introversion. The introversion and extraversion conceptualizations have been developed during centuries by different theoreticians in the personality research field. Jung (1917, as cited in De Raad, 2000) initially attempted to define constructs. He proposed that Extraversion is the apparent turning of mental and intellectual energy to the external world while introversion refers to the inner stream of intellectual energy towards the complexities of the mind. The previous trait includes those who are specifically interested in people and events in the external world, while the latter presents individuals who show a keen interest in their own psyche and promote to be on their own. People who advocated the Eysenck's theory have traditionally predicted introverts as better learners because they are believed to concentrate mentally more than extrovert. Furthermore, the arousal principle has also been related to lessons of retention, the processing capacity of which may well be essential in learning (Daele, 2005).

B. Extroversion/ Introversion Study Habits

Classroom activities like writing, reading, and conducting research might become demanding tasks because these activities are assumed as solitary endeavors. Still, extroverted students can perform higher academic achievement as studying with a friend. Additionally, they can come through learning activities, which have tangible results and involve communications with other people (Pornsakulvanich et al., 2012; Pashler et al., 2008). Conversely, Davis (2006) and Sharp (2008) declared that introverted students are triggered by the inner world of thought, reflection, and observation. They guide their attention inwards and receive energy from reflective thoughts, feelings, and memories. They are sociable; however, introverted learners require space, and time alone to collect themselves. Introverted students try to understand the world, and prefer to recognize things before they can talk about them. According to Sadeghi (2012) and Sharp (2008), introverted students can learn perfect through quiet and thoughtful reflection. Their attention continues inward to their own ideas, thoughts, and impressions. Regarding classroom activities, introverted types tend appreciating reading, written, lectures, and research tasks in verbalized work. They also tend to be self-supporting and prefer to work independently. The introverted types need time to process internally. Therefore, they could confront difficulties with professors who speak too quickly and do not have time for mental processing. In addition, introverted learners are not almost comfortable to discuss in groups, and might hesitate to speak in class. Nevertheless, they are superior as working independently, incorporate their own thoughts through listening, reading, observing, writing, and independently performing research. Furthermore, the introverted type needs enough time to finish their work. They still feel more comfortable when they are not enforced to speak in class but are favored to contribute voluntarily (Molinuevo & Torrubia, 2013).

IV. CONCLUSION

It can be concluded, from the details in the above sections, that individual differences between learners play a crucial role in achieving a second language. Though, despite the efforts of many scientists to come up with a definitive theory

in this regard, their success has been ruined. It can be supposed that the increase in awareness of need to pay attention to the students and their individualities in learning the language encourage the need to study the process precisely and empirically. To sum it up, in line with Issacs (2009), extroverts and introverts mainly differ in the way they receive their energy. External sources help the extrovert in the process of getting energized, whereas, internal stimulations such as emotions, ideas, and impressions helps the introverts in gaining energy. These two personality types differ in the way they react in case of receiving external stimulation. An extrovert seeks for variety in the material presented and tries to take an active role. The introvert behaves in a passive manner and prefers fewer topics presented in more depth. Moreover, present instructors and professors as well as teacher education programs should have the awareness of individual differences and personality types. Being conscious of these alterations will cause a more varied, comfortable syllabus in the process of language teaching and in conclusion enhance instructional approaches. It is insufficient to know there are different learners, and the instructor should be competent to assist students in these differences to acquire a second language. Therefore, we hope that the study of individual differences and their pedagogical implications and this review of literature may be contributed to the notion that personality types, namely extrovert and introvert affect language learning.

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On the Lesson Design of Online College English Class during the COVID-19 Pandemic

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Abstract—**The COVID-19 pandemic shocked school education, bringing a lot of challenges. The pandemic has changed how millions around the globe are educated and new solutions for education could bring much needed innovation. During the pandemic, online teaching has become a necessary way for teachers and students in primary schools, middle schools, high schools and even universities around the world. College English teaching becomes increasingly difficult as there are many affecting factors. The article first analyzed the advantages and challenges of the pandemic on the college English online teaching, and then put forward the strategies of online teaching design, in order to supply some reference and enlightenment for the college English teaching in China.**

Index Terms—**lesson design, online college English class, COVID-19 epidemic, educational resources, educational equity**

I. INTRODUCTION

The novel coronavirus swept China in late January 2020. In order to ensure the life and health of teachers and students at all levels and all kinds of schools, and at the same time to block the spread of virus in large areas among people, the Ministry of Education of China issued the relevant documents on January 29th, 2020 on the postponement of school opening, as well as the use of network platform by students after schools' opening for "non-stop classes". It is a kind of expedient to implement online teaching in the whole country in a special period (Wu, 2019; Luo, 2020; Chen, 2020). Online teaching and offline teaching are very different, which is actually a revolution in the field of education (Li, 2015; Tang, 2019; Wang, 2020). In the face of this new educational reform, teachers should quickly innovate their own educational concepts, learn new means and methods of online teaching, change their teaching methods, tap the resources and potential of online teaching, improve the attractiveness of the course, and enable the students to learn the knowledge through the screen without the on-site supervision of teachers at home (Ma, 2018; Li, 2019; Cao, 2020). Besides, how we make good use of the situation to do the ideological and political work of the course in a special period, do a good job in course evaluation, improve the actual effect of course teaching, and strive to do a good job in online courses should arouse the active thinking of educators.

II. ADVANTAGES OF ONLINE TEACHING

Online course teaching promotes the reform of teachers' teaching mode and it has many advantages. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms.

A. Being Safe and Convenient

During the period of anti epidemic, online teaching is a fairly safe and convenient way of teaching. With schools shut across the world, millions of children have had to adapt to new types of learning. Online classes break the space and time limit, do not need to gather people, so it eliminates the risk of infection and loss. Chinese Educational Department put forward "Non suspension of classes", which refers to the home-based learning mode of online classes, in which all students are unable to attend classes in schools due to this special period. Through the use of online platform teaching, teachers can teach online and students can learn at home online. A teacher can choose to teach at any time that suits him/her, which means that teachers and students from diverse locations can connect together through online teaching. Online teaching doesn't require any travelling overhead, so a teacher can teach right while sitting at his/her home. Online teaching could thus be perceived as a work from home with flexible schedules. Students have easier access and sharing of information, and it is obvious that any study resource or information in digital format is very easy to be accessed and shared.

B. Optimizing Educational Resources and Promoting Educational Equity

Optimizing educational resources and promoting educational equity is conducive to individualized teaching. Online courses can address the problem of educational resource inequality, and educational resource sharing enables all students to enjoy the same services. The network class can make use of the computer artificial intelligence convenience, considering students' question and the error rate, can carry on the analysis to each student's study situation, and have the

pertinence to coach the student. Students can study anytime, anywhere, with strong flexibility, and students can watch playback very conveniently. Taking this year's special situation as an example, the use of online teaching to a large extent ensures "no suspension of classes". We can provide students with the best educational resources and integrate the best teachers in all fields. It is also fair in monitoring students. There is no front row or back row in the class, so the teacher can treat each student equally, and the audio-visual effect is also equal. From the teacher's point of view, there is no need to maintain classroom discipline, which provides more thinking for teachers and how to help students improve the effectiveness and pertinence of learning. Learners will not have too much pressure to study, so they can study easily. This is because of the diversity of internet distance teaching forms with rich artistic experience of audio-visual sense. Instead of the old tradition of "teacher centered, textbook centered, and classroom centered" in the 19th and 20th century, it is student-centered and people-oriented nowadays.

C. Timely Communication and Feedback

Timely communication and feedback between teachers and students make teaching more effective. The biggest advantage of online teaching is timely feedback. Through online teaching platform, homework can be collected on the same day, can be corrected, can be fed back to students in time, and usually can receive "thank you" from students. The unfinished list is also clear and teachers do not have to do statistics. This is an incomparable advantage compared with traditional classroom teaching. The traditional teaching method is to assign homework in class and hand it in the next class. It can only be handed out to students before class. The time lag is usually more than 12 hours. The communication between teachers and students is cordial. The biggest charm of online teaching is friendly conversation. With the help of headset and call function, teachers can realize one-to-many teaching, play courseware synchronously, with the help of WPS brush function, demonstrate key points and thinking process, with the help of QQ group classroom, and even play videos. Besides, online teaching also helps in a better administration. One can clearly imagine the administrative challenges to teacher in a traditional classroom than while teaching online. Unlike classroom teaching, a teacher does not have to keep track of multiple students. This decreases the administrative overhead while improving the concentration and performance of a teacher. A majority of online teachers report that online teaching tools have increased their overall efficiency. This is because they are able to organize the course better and are also able to automate certain activities like periodic tests, quizzes, scoring etc.

D. Wider Student Engagement

Online teaching incorporates more engagement between students and the teacher. Unlike the interaction in a classroom of numerous students, an online medium provides them with a much closer one-on-one session. Besides, online teaching platform has flexible multifunction and can carry out real-time interaction activities conveniently and can get the feedback and assessment quickly, and also have detailed performance recording, enlarging the students engaging scope and enhancing the teaching equality and teaching efficiency. Besides, the shy and non-participative students, who are not comfortable with participating in classroom discussions, are obviously more likely to participate in an online class. Online teachers often report that students usually perform better and also show more participation in discussions during an online course. According to a recent survey conducted on a group of online instructors, 90% of the teachers have reported that teaching online helps them to stay more connected with the students and also enable them to have better understanding about every student. Besides, since online education has brought a revolution in the education industry, being a part of it could be a great benefit to every teacher. And from the student's point of view, it has cultivated the students' ability to obtain information analysis information and study in valuable information.

III CHALLENGES OF ONLINE TEACHING

During the pandemic, online teaching brings a lot of challenges to both teachers and students, and the best way is to accept the challenges and overcome difficulties and find the best teaching and learning way.

A. The Challenge of E-Course Informatization to Teachers

Because many teachers have no online teaching experience before the epidemic, they are at a loss for online teaching in the face of the sudden outbreak of the epidemic and the issue of the policy of "no school suspension", during the whole epidemic online course, teachers have experienced a great teaching reform, teachers have experienced a lot of progress and growth from being at a loss and anxiety to gradually adapting, slowly getting used to and innovating education and they try to adapt to the change of the new teaching mode and explore the best teaching mode for the course. In the early stage of online class, the main challenge teachers face is the choice of teaching platform. Because there are so many online teaching platforms and apps, teachers do not know how to choose the right online platform for teaching. For example, many teachers choose superstar learning, MOOC, QQ group and Wechat group. As a result, students need to move to different platforms frequently, and there are many programs installed on students' mobile phones or computers. After adapting and exploring, teachers and students finally settle down to one or two teaching platforms. In the middle and later period of online class, teachers are facing the challenge of innovating their own teaching methods, integrating the traditional offline teaching methods with online teaching methods, constantly upgrading and improving their own teaching methods, especially to solve the short board problem of online teaching,

how to grasp the attention of students and how to improve their participation in the classroom. At the end of online class, teachers need to appease students' anxiety of returning to school, guide students to adjust their mentality, and return to school to actively review for the final exam.

B. The Lack of Self-management Ability of Students

Although the students have grown up and are college students, most of them still keep the passive learning state in the middle school, and they still need the supervision and guidance of teachers face to face. But the outbreak came out of the blue, and the students did not have any psychological and operational preparation. Therefore, the novel coronavirus pneumonia has a great impact on students' learning behavior, and students' learning habits and behaviors are challenged by them. In the traditional theory class, teachers can grasp students' learning state intuitively, control classroom discipline timely, and master students' learning situation through students' immediate feedback. The online classroom under the epidemic is distance learning, and students can hide behind the screen. In the process of online learning, there may be a phenomenon that teachers are passionate to explain at one end of the network, and students are playing games or even sleeping with teaching videos on the other end of the network. College students themselves are adults, parents will not conduct the same strict management as to primary and secondary school students, which leads to the lack of sufficient supervision and motivation of students' learning state. Students study at home, without textbooks and face-to-face supervision from teachers, which is easy to lead to learning slack. Many students form a bad habit of staying up late during their study at home, browsing web pages and play video games. Their lives are almost empty. Even if asked to sign in twice at a time and interact in class, still many students will stay up late and get up late, appear when they sign in, occasionally appear when they interact, and do other things unrelated to learning at other times. Many students lack of self-control and they have no intention to finish their homework in class. They have been in a state of hesitation and passivity for a long time.

C. The Challenge to Teachers' and Students' Physical and Mental Health

During the pandemic, online teaching has a profound influence on both teachers' and students' physical and mental state. On the one hand, long time online teaching each day harms students' eyesight and body development. Many students' eyesight falls to a large extent, and many students' irregular and bad studying and living habits lead to some bad condition or even diseases, such as lack of sleep, inattention, hot-temper, loss of hair, anxiety, depression and insomnia. On the other hand, the sudden change of education mode has reshaped many teachers' teaching way and caused great anxiety. Network teaching seems simple, but actually it is more difficult. Most teachers experienced helplessness, sadness and even anxiety, pain, depression, because the teaching hardware and facilities is insufficient, teaching software is strange, the teaching effect is difficult to guarantee, and teaching forms are not understood and controversial. The challenge to teachers' and students' physical and mental health should be attached great importance to.

IV. COLLEGE ENGLISH CLASS TEACHING DESIGN

During the special pandemic, online teaching is the best choice for teachers and students around the world. Based on the characteristics of college English students, the following will discuss how to design a college English lesson.

A. Infiltrating the Ideological and Political Affect Education and Cultivating the Core Spiritual Quality.

During the online teaching of epidemic situation, "no suspension of school" enables students to study at home at ease, but students study online for a long time every day, with eyesight fatigue and physical and mental fatigue. Moreover, due to the lack of face-to-face control and guidance from teachers, students are prone to have negative emotions such as learning slackness and weariness. Therefore, the curriculum design urgently needs to incorporate ideological and political affect education into English teaching. Combined with the epidemic situation, students are encouraged to overcome difficulties at home, study hard, be positive, love their country and protect nature. Novel coronavirus pneumonia pictures in China are displayed at the beginning or middle of each classroom teaching. Daily news, video, songs and other ways are employed to discuss between teachers and students and stimulate students' thinking, which can arouse students' emotional resonance, stimulate students' feelings of home and country, cultivate students' patriotism and love for home, unity and benevolence, self-confidence and optimism, protect the core spiritual quality of nature, and cultivate scientific values and world outlook.

B. Introducing Chinese Traditional Culture and Enhancing National Cultural Self-confidence

As English teaching in universities and primary and secondary schools has always attached too much importance to the teaching of western languages and cultural knowledge, and generally ignored the cultivation of students' ability to express Chinese traditional culture in English, the phenomenon of Chinese cultural aphasia is somewhat serious, many students do not know how to speak Chinese culture in English. At present, the third edition of New Horizon College English has been improved, but it is only reflected in the after-class translation questions, and the content of other parts of Chinese culture is still scarce. Therefore, in the course of teaching design, teachers penetrate the traditional Chinese culture by means of classroom interpretation lead-in, exercises in and out of class translation, video material projection and discussion, so that students can expand and deepen the understanding of the extensive and profound Chinese

traditional culture, so as to further stimulate students' interest in English learning, improve their English cross-cultural communication ability, enhance national pride, and boost national cultural confidence.

C. Adopting Simple and Convenient Teaching Platform, and Recorded Class Assisting Online Teaching.

During online teaching, many students reflect that there are too many teaching platforms, a wide range of apps to be installed, slow mobile internet speed, they are exhausted by online learning and become impatient. In fact, the best platform is suitable for teaching, which is easy to use and convenient. Therefore, teachers can abandon some complex platforms and finally choose the popular software QQ platform (students do not need to install another app) and U-Campus (student information has been entered, login quickly, and teaching material resources are rich), and etc. The teaching is mainly carried out through online voice message, text message, voice phone, screen sharing and other ways on QQ platform, fully tapping the potential powerful functions of QQ homework, continuing, voting, photo album, etc., and love course MOOC and video broadcasting course play an auxiliary role. Because MOOC class only involves some units of reading and writing textbooks, the second and fourth units of reading and writing textbooks and the key contents of audio-visual and oral textbooks need to be explained in the form of recorded broadcast class. In class discussion, free talk, translation questions in and out of class, and reading comprehension questions of 10 choices out of 15 words will also be explained and taught in the form of recorded broadcast class. Because the teacher wants the best effect of the recorded and broadcast class, the preparation time is longer, more complicated and more laborious than the online live broadcast preparation, but its advantages are: clear explanation, time-saving and efficient, flexible use, and the students more approved of this teaching method.

D. Continuously Improving Teaching Methods based on the OBE Teaching Concept

OBE teaching concept advocates student-centered, outcome oriented, reverse design teaching and continuous improvement of teaching. Under the guidance of the OBE teaching concept, the teaching design should fully consider the learning situation, combine the online explanation with the MOOC class and the video broadcast class, and organically integrate the CET-4 training into the textbook teaching (the QQ voting survey shows that the students reach a consensus -- the biggest goal of this semester is to pass the CET-4 smoothly), and launch the China Daily News discussion, video discussion and free in the class talk training and extracurricular practice should be extended appropriately, and students' comprehensive English literacy should be improved. However, it is difficult for online teaching to pay attention to students' dynamics, so discussion and submission of photo taking homework will be set up in class to pay attention to students' learning status in real time. Teachers learn about the students' feedback on teaching through the QQ platform, QQ voting and communication with students. For example, a few students think that there are too many extracurricular assignments. In view of this situation, the teacher reflected on teaching, realizing the difficulty of students' online learning, making corresponding adjustments, moderately reducing the amount of homework, and dividing the homework into required and optional. The adjustment of homework takes into account the individual differences of students, so that students can learn Students have more independent learning space. After class teachers also suggest that teachers and students read more together, share English learning resources and learning methods in QQ group, and grow together.

E. Paying Attention to Students' Learning Enthusiasm and Being Good Teachers and Friends to Students.

During the online teaching of epidemic situation, generally speaking, it is very difficult for students to attend classes. Teachers need to understand students' learning and ideological trends in real time, and then make positive feedback and guidance. During online teaching, it is understood that students encounter various difficulties, such as: (1) online learning equipment problems: some students only use mobile phones for class and have no computers available; some students have very slow internet speed and even have no signals from time to time, and some students sometimes cannot attend classes because their families need mobile phones for class. (2) There are difficulties in online teaching participation: some students live in relatives' houses during the epidemic due to their parents' work outside, and they need to help with their relative's cooking, and they are not willing to participate in the classroom (relatives' parents ignore online teaching); some students' parents need to be accompanied and taken care of when they are ill, so it is very difficult to participate in learning; many students study at home due to the epidemic, stay up late, work and rest irregularly, and lack of devotion in class; and some students are addicted to playing games at home, and conduct passive learning in class. (3) Lack of self-control, impetuous mood, worrying about English learning and CET-4, but not wanting to make efforts. There is a great sense of learning slack and helplessness. The situations of students are different. According to different situations, teachers need to pay close attention to them, give proper guidance, encouragement and help in a timely and appropriate manner; pay more attention to the progress of students, and praise and feedback in time.

F. Cultivating Students' Innovative Thinking with Interactive and Positive Classroom Discussion

In the past two months, the online teaching situation shows that: compared with the traditional face-to-face classroom, students in the online teaching classroom are more confident and active, participate more actively, speak more actively and express their views more freely. This situation deserves our teachers' attention. Teachers should integrate the rich experience accumulated in the recent online teaching into the face-to-face classroom teaching in the future. They should

combine the traditional offline teaching and online teaching organically, explore an efficient mixed teaching mode, communicate with students through multiple channels and ways, carry out teaching, teach students according to their aptitude, and improve teaching efficiency. In the teaching of this course, QQ voice phone, QQ chat group and QQ homework (can send voice homework, timely feedback) provide a very good and convenient interactive platform for teachers and students. In general, classroom discussion is centered on the current epidemic news, current affairs and politics, students' life and textbook teaching content. Students are widely involved and actively thinking. Their innovative thinking ability and comprehensive English language ability are generally improved. According to the students' discussion results, teachers will make written comments or voice comments or video comments, give timely feedback, and promote teaching.

V. CONCLUSION

In short, during the house closure period of COVID-19 epidemic, online teaching is a best choice, which is also a matter of expediency in the special period. Online teaching has advantages and challenges, and we should make a good use of them and design our college English class well. Teachers can design considering such aspects as infiltrating the ideological and political emotion education and cultivating the core spiritual quality, introducing Chinese traditional culture and enhancing national cultural self-confidence, adopting simple and convenient teaching platform, and recorded class assisting online teaching, continuously improving teaching methods based on the OBE teaching concept, paying attention to students' learning enthusiasm and being good teachers and friends to students, and cultivating students' innovative thinking with interactive and positive classroom discussion. Teachers and students can benefit from the online teaching, learn and grow together, contributing a lot to our country's anti epidemic battle.

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The Study of Language Policy in Education in the Context of Belt and Road—The Contrast on Language Education Policy between China and Australia[*]

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Abstract—**The language education policy is closely related to economic development, cultural communication and language strategy. This is a contrast on language policy in education between China and Australia in terms of subjective language, ethnic minority language and foreign language education. Some suggestions on language policy implement including language protection, comprehensive foreign language teaching system and internet advantages are given, in order to be beneficial for future study.**

Index Terms—**language education policy, language strategy, foreign language education**

I. INTRODUCTION

In recent years, the language policy in education has confronted with many challenges and opportunities with the development of *Belt and Road*. Despite of different systems, histories, and cultures, Australia and China have similar language situation. Both of them have their own national language, ethnic languages, and problems like deficiency in foreign language education and protection of language resource. Therefore, the comparison and contrast of two countries' language policies in education will contribute to the formulation and perfection of China's language policy in education.

II. THE COMPARISON ON DRIVING MECHANISM BETWEEN CHINA AND AUSTRALIA

A. Economic Development

Although Australia has abundant natural resources, its tourism and other traditional industries and newborn technological industry have developed rapidly after the implement of *National Policy on Language*. Since Australia, more often than not, conducts trade with non-English-speaking countries, language becomes a useful tool in negotiation and the ways of marketing. In the process of economic globalization, language plays more and more important role in international business and trade. It is one of the most important indexes for economic development, in terms of foreign business, financial industry, as well as modern science and technology. As a result, service industry gradually becomes the prime industry in Australia's national economy, and the structure of national industries has been transformed.

In current China, the language educational policy has been promoted and developed. On one hand, the Promotion of Mandarin decreases the communication barriers, and helps more low-incomers acquire more information and chances to get money. Thus, the great campaign called "Targeted Poverty Alleviation Campaign through the Promotion of Mandarin" is proceeding smoothly. On the other hand, the *Belt and Road* provides plenty of opportunities for China's economy. In order to establish and strengthen partnerships connectivity, foreign languages in education and talents cultivation projects are taken into account in language education policy. As language policy and economy are closely related, language communication owns great practical significance for the development of living standard, global

economic and international trade. Therefore, the implement of national language and the improvement of foreign language education are key points in language -in-education policy.

B. Culture Exchange

Language is a carrier of cultural exchange. In order to help more people to understand and study different cultures, Australian Federal government promulgated *National Languages and Studies in Australia Schools Strategy* in 1994. As the symbol of Australian traditional culture, Aboriginal languages are valued for the purpose of cultural diversity and resources protection. In *National Policy on Language*, Aboriginal languages are stated in legitimate forms of communication. Meanwhile, language revival and language maintenance of status cultivation plan are declared in the document. Actually, one of the fundamental objectives of *National Policy on Language* is to make sure that Australia gets the maximum profit from rich language resources.

In China, language and culture resources are abundant because of the long history. The president Xi Jinping remarks, "It depends on language expression and transmission to improve cultural glamour and national cohesion." As a matter of fact, language policy is endowed with more social responsibilities to inherit and develop culture. Thanks to the initiatives, both the Promotion of Mandarin and foreign language education, as the priority of language education policy, have been boosted. Language owns great practical significance for the development of minority culture or the improvement of communication. Hence, cultural exchange is another motivation to constitute language education policy.

C. Language Strategy

To strengthen national unity and get more voters from minorities, Australian government acknowledges the status of Australian English, Aboriginal languages and community languages. For instance, the Commonwealth Education Portfolia carried out a three-year National Aboriginal Languages Project to provide funding for initiatives in Aboriginal language education. In 1990s, a strategy called *the National Asian Languages and Studies in Australian Schools* was implemented to help Australian people learn knowledge of Asia and its languages. Henderson (2003) pointed out that "Although Australia's national language, English, was growing as an international language, it was not adequate to meet the needs of learners in a multi-lingual world and the Asian region in particular". Since the globalization speeds up, with more language contact and conflict, the language's function as strategy is prominent.

China, a typical multiethnic country, has a complicated language structure. On the one hand, language, as the carrier of mind, has a great strategic significance. Protecting minority language must be harmonious with Promoting Mandarin, which is the key and difficult point in current language work. On the other hand, it is necessary to promote the development of prioritized foreign languages. *Belt and Road* requires language to be a communication bridge. The nuclear of closer people-to-people ties lies in language indeed (Shen Qi, 2015). To meet the needs of politics and economy development in China, the government has strengthened its relationship with western countries and association of south-east Asian nations and Africa. The types of foreign language nationwide and the types in the regions are in urgent need. Thus, language strategy becomes the third motivation to constitute language education policy.

III. THE COMPARISON ON IMPLEMENT OF LANGUAGE POLICY IN EDUCATION BETWEEN CHINA AND AUSTRALIA

A. The Official Language Policy in Education

Although Australian English is the major language in Australian communication, it was not declared as the official language until the appearance of *National Policy on language*. In this document, the policy asserts that Australian English should be used with confidence at home and abroad. As for the nationalization of Australian English, there are ten projects described in this document to support Australian English learning. From then on, Australian English has become the first language for English-speaking Australians, and the second language for other Australians, as well as the required language for overseas students. Existing with ethnic languages, Australian English has established the foundation of national unity and cultural transmission. It inherits Australian culture and values, records Australian colonial history, and declares the independence of Australia.

Since 1949, China has experienced Reform of Writing System, Promotion of Mandarin, and long-term development of language policy. In 2000, the *National Common Language Rules* was enacted, which marks China as a language legislation country. Meanwhile, the regulative principles, such as *Subjectivity and Diversification*, and *Hard Stems and Soft Terms*, make mandarin and dialects, modern Chinese and traditional Chinese coexist and be harmonious. By 21st century, the goal of Chinese language plan has become specific. The government organizes the biggest language program called *Promoting the Poverty Alleviation by Popularization* to carry out the idea of *poverty alleviation being after wisdom improvement, which is after language skill improvement*. To be concrete, the activity forms, working media, and implement manners in project are innovative in order that the low-income people could alleviate poverty by acquiring external knowledge and skills.

B. Ethnic Language Policies in Education

From 1970s, with the wide spread of human rights in the world, the right to learn language was treated as a kind of human right. Minority ethnic groups have established many organizations to advocate their language and tradition. They began to struggle for their language rights and status. Many organizations like Migrant Education Action takes account of issues of education and language and argue that minority groups have the right to maintain and develop their language and culture. The thought leads to the recognition and protection of Aboriginal languages in language policy. Except for the impact of human right campaign, the thought treating language as resource is another factor. The competence of bilingual plays a key role in international communication and national security. Since language is a kind of resource, minority language is also a kind of resource which needs to be valued. In *National Policy on Language*, it is clearly expressed that languages are valuable national resources which enrich culture and life, and promote the national development.

Chinese language policy insists on *Subjectivity and Diversification*. In the Constitution, it is explicitly stipulated that Mandarin should be promoted while every ethnic group has right to use their own language. Before 1980s, the ethnic minority languages took priority in ethnic areas and the common language was ranked in the second place. Since 1980s, Chinese government has begun to formulate and implement a series of policies, such as the *Law on Regional Ethnic Autonomy of People's Republic China* and *Education Law of People's Republic of China*. Ethnic schools are expected to focus on ethnic language education and Chinese education. For instance, bilingual education experiments involving teaching contents, methods and systems have been conducted, and ethnic minority classes are established to help students become competent in both Chinese and their own languages. In 2011, the theme of *vigorously promote and use standard Chinese, and protect ethnic minority language in scientific ways* was stated in the Six Plenary Session of the 17th Central Committee of the Communist Party of China. The protection of ethnic minority languages is brought forth in language policy. At present, China begins the greatest language project called Language Resources Protection Program to protect ethnic minority languages, especially endangered language and dialects. Both minority languages and dialects are currently better protected and developed.

C. Foreign Language Policy in Education

Since 1980s, the authorities in Australia have stipulated a couple of high-priority foreign languages successively. Students are asked to learn at least one community language or one language which has territory or economic advantage. Considering some factors, such as national economy, social needs and individual development, the government chose more than one languages as target languages. Students were encouraged to learn one foreign language which was beneficial to Australian economic development. Entering the 1990s, the federal government has got a great progress in the construction of multilingual and multicultural country. The non-English foreign language teaching has been gradually supported. The schools received federal government's financial support based on the number of students learning languages. Foreign language policy in education became an important and indispensable part in language policy. Thanks to the frequent trade between Australia and China, Japan and Southeast Asia, the Australian government increased federal funding for Asian languages teaching, and 60% students in 10-grade were asked to choose one of four Asian languages to study. Besides, non-English magazines, TV programs, book stores, as well as libraries served for target languages. It is the positive and efficient language policy in education. Such a favorable study environment provides immigrants convenience and lays foundation for social stability and development.

In recent 40 years, Chinese foreign language education has developed rapidly with the deepening of reform and opening-up policy. As everyone has to take English as a compulsory course no matter how good one's performance was on the English exam when they enter a college, the English level of Chinese people has been improved in general. As for college English education, besides of practical course, other content based courses, such as literature nation's background, economy and trade, were drawn more attention to cultivate students' language competence in English. Through two decades' development of foreign language education, the number of undergraduate students who study foreign languages amounts from 3,300 to 1million. Foreign language majors and the orientation of cultivation changes from single one to compound structure, and the range of cultivation goals is extended gradually from linguistic and literature to foreign business, banking field, and mass media. By 2018, more than 1,300 universities opened English undergraduate major while 506 universities opened Japanese major. More than 200 universities opened Russia and German undergraduate majors. In the new century, China has established translation major, business English major to cultivate "researching professionals, practical and interdisciplinary talents". Foreign language education develops with the change of time and social progress, which bring up a good quantity of talents for economic construction and culture exchange.

IV. ENLIGHTENMENT ON CURRENT LANGUAGE EDUCATION POLICY

A. Language Resource Protection

China is a country with multiethnic groups and different ethnic minority languages. The inheritance and transmission of Chinese culture is closely related to these minority languages and dialects. Some issues, however, need be taken into attention. The current Chinese program called "Language acquisition promoting poverty alleviation" puts emphasis on the promotion of mandarin and lacks of exploration and utilization on ethnic language resources. Furthermore, a deep adjustment for ethic language status planning in China is very necessary. Especially, the awareness for the identity of

national language, protection for dialects and minority languages need to be valued for the purpose of maintaining language diversity. Therefore, ethnic minority languages are supposed to be studied in academic circles.

First of all, language resources belong to intangible cultural heritage. Chinese minority language resources differ in ecological environment, language styles, and existing situation. As a matter of fact, laws and regulation are enacted according to local conditions. In this way, the protection of language and culture heritage has laws to abide by. The ethnic minority language policy not only guarantees the right of choice among ethnic people, but also deceases conflicts between mandarin and ethnic minority languages. Secondly, Language inherit require more people to say and write, as well as deep communication through languages. In other words, to explore and transmit ethnic culture in language is the goal of language inheritance. From this point, to increase fund for introducing ethnic minority talents can guarantee the number of qualified teachers working in ethnic minority areas. Only the quality of ethnic minority education is improved, minority culture can be protected and researching fruits can be produced to a large extent. When economic develops, culture and language will develop in a coordinated way and the functions of culture inherit will appear. Furthermore, try to record language and words, and maintain active state of language to improve language ecology and strengthen language vitality. At last, by establishing digital language file and language database, the original language ecology is going to be kept from phonologic, linguistic and other perspectives. Hence, some endangered languages can be kept. Even if some voices disappear, the later generations will feel and touch it and the value of language resource will be cherished.

B. Foreign Language Teaching Mode

After the Reform and Opening-up, Chinese economy develops rapidly, the demand of foreign language talents is pressed in talents markets. Experiencing three steps (recovery, steady development and repeated revolution), the framework on foreign language education is accomplished and the approaches on foreign language research are verified. A great quantity of foreign language talents have contributed to economic, social and diplomatic development. However, 21st century has witnessed a great progress in every aspect in China, and new conflicts and new issues are arising.

It is stated in *Program Planning for National Long-term Education Revolution*, "The aim of language education is to cultivate a quantity of talents who master international rules and has the ability to deal with international affairs and join competitions." The current nuclear idea of China's language education is to cultivate "What kind of talents", and "What will they do". He Lianzhen (2019), director of college foreign language education committee, said "The cultivation of talents who are the expert in one thing and good at many things or talents who are good at one thing and have ability in managing other things will be the orientation of college foreign language revolution". Current foreign language courses in China mainly focus on common languages such as English, Japanese, Russian and French, which are far from meeting the needs of the *Belt and Road* Initiative. It is unsuitable for cultivating interdisciplinary language talents. By contrast to the quantity of foreign language in Australia, the number of foreign languages offered in Chinese education is small. Due to the long-term influence of English's dominance in foreign language education, there are few researches on the setting non-English foreign language courses. Meanwhile, the rational allocation of different languages should be carried out according to diplomacy and requirement of economy and trade. At present, schools offering *Belt and Road* language courses are distributed in foreign – language institutions and some specific regions, especially in the southwest China. Apparently, the language plan is not very scientific and the major distribution needs to be optimized. Furthermore, the high-quality language teaching system and cultivation system need to be improved. The high quality language education system, as well as the continuous language learning both in elementary and college educations is supposed to provide multi-lingual learning chances. At last, deepening the cooperation between college and research organization, college and enterprises will contribute to the building of a higher class education cooperation community. Apart from the combination with the academic discipline, colleges are in need of class time on Language for special purpose and inter-cultural communication in order to strengthen national language capability and improve students' professional competency.

C. The Advantage of Internet Plus

With the development of science, technology, and industry revolution, AI has been constructing a better world. Thanks to powerful linguistic corpus and terminology bank, the machine translation works well in daily communication and acts as assistance for excellent translator. Under such a background, foreign language education needs to keep up with era development. Researchers and teachers should be encouraged to be bold in innovation. For example, for the aid of technologies, such as, AI, flipped classroom, VR, students have access to the experience of the target nation's life, thought and culture. In this way, the teaching methods will be diverse and students' humanistic quality will be improved. Taking the advantage of *Belt and Road*, foreign language teaching mode will be changed with the assistance of data. In the construction of the *Belt and Road*, Chinese education will contribute more to a larger, deeper and more sophisticated cooperation. Besides, the fund of intelligent class and digital campus should be increased and the collaboration of AI and teachers will create a new biological circle. Teachers' role will be changed and they can have ability to solve individual problems for the assistance of MOOC resource, biometric identification technology, man-machine interaction, and data analysis. Only combing in and out of class, online and offline teaching, teaching environment can be changed and the pluralistic education can be boosted to go forth into intelligence.

V. CONCLUSION

At present, China is in a vital and fast developing period. Although language policy in education gets a great achievement, there is a great space for perfection. The ways to establish and use of Internet plus, the language propagation mode, the cultivation of creative and compound talents are waiting for joint efforts from more scientists, educational experts and frontline educators.

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Reflection on MOOCs in the Special Period of Anti-coronavirus[*]

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Abstract—**MOOC has been the main application platform of online education, and the higher education in our country has been greatly promoted with the popularization of MOOC in colleges and universities and with the sharing of the high quality teaching resources. The outbreak of COVID-19 in China makes online teaching be the focus of attention again, which has boosted the development of MOOC in China. The author of this essay has conducted a survey of the present situation of MOOC in academically average colleges in China, among which Jining Medical college was set as an example. The present situation of MOOC has been analyzed in this essay, while data has been collected through questionnaires and has been analyzed with scientific methods, the result of which will be of some reference value to the network resources construction of teaching platform like MOOC in China.**

Index Terms—**MOOC, COVID-19, reference value**

I. INTRODUCTION

A. The Concept of MOOC

MOOC (Massive Open Online Course), originating from OER (Open Educational Resources) and Connectives, is the result of the combination between education and network technology, an emerging online educational form which is greatly different from the traditional teaching mode. Up to now, there have been millions of registers of MOOC platforms since Canadian scholars Siemens and Downes started the first MOOC Connectives and Connective knowledge in 2008. According to the assessment report of the investigation into the online education from the academic year of 2002-2003 to the academic year of 2012-2013 by American Sloan Consortium, the number of registers and the recognition of online education in American higher education have shown the trend of sustainable and steady development. The combination of higher education and network technology seemed to be irreversible, and then the biggest and most famous MOOC platforms came into being in America: Audacity by Professor Stevens of Stanford University and his partner, edX by Harvard and MIT, and Coursera by Professor Keller and Professor Wu Edna of Stanford University. Thus, 2012 is called the first year of MOOC.

B. MOOCs and China

Much later though MOOCs in China got started than the developed countries in Europe and America, we have done much preparation for online education of colleges and universities. Our government has made a series of policies to support online education since 2000. In educational reform, our government has given the priority to the overall development of education by combining information technology with educational innovation to let more excellent educational resources be shared and to modernize education. In fact, we also started MOOCs in 2012---In October, 2012, people with more experience of Internet education company set up the first MOOC platform. 2013 has witnessed MOOCs spring up in China on a large scale. Then some top Chinese universities joined edX and Coursera, such as, Tsinghua University, Beijing University, Fudan University, Shanghai Jiao Tong University, etc. According to data from Coursera, in 2013 there were 130 thousand Chinese registers on Coursera, ranking ninth in the world, while 650 thousand in 2014 with rapider growth than most of other countries. In October, 2013, Tsinghua University set up the first Chinese MOOC platform called XuetangX, so 2013 is the first MOOC year of China. In April,2014, Shanghai Jiao Tong University developed and released online its Chinese MOOC platform with ten courses for the first time. In May, 2014, Icourse, another online education platform developed by Beijing University, mingled MOOC with their own courses under the help of flipped classroom with over 1000 thousand registers on its 200th day online. Zhihuishu, the biggest MOOCs platform in China now and developed by Shanghai Zhuo Yue Digital Technology Co. , Ltd, helps different universities share teaching resources, set up credit-recognition system, and enable students to go on with cross-institutional studies. Over 17 million students have completed their cross-institutional studies. XuetangX, Icourse, and Zhihuishu are three online education platforms, which have drawn a great attention of our Ministry of Education and are popular among learners and educators. As a new mode of online education, MOOC is not only a challenge for our traditional higher education but also a driving force for higher educational advance.

II. THE PRESENT SITUATION OF MOOCs IN CHINA

At the end of 2019, there was an outbreak of COVID-19 in Wuhan, China, which needed people to stay isolated from others to stop the further spreading of the dreadful virus. Online education went on nationwide, and MOOC platforms have played significant roles in both higher education and elementary education, especially in the key period of anti-corona virus. MOOC known for its free of charge, openness, high-efficiency, and convenience, is appreciated by most of learners all over the world, while MOOC combines the same basic principles with local features of different countries according to their own situation. At present, MOOC in China has presented a series of characteristics.

1. MOOCs are mostly applied to higher education, but colleges in different cities differ a lot from each other. Generally speaking, the bigger the cities are, the more colleges there are likely to carry out MOOCs, and the more attention MOOC is paid to. Reasons are mostly due to the fact that colleges and universities in bigger cities are more likely to launch MOOC with more attention from their leaders, richer resources of teaching staff, better sources of students with strong autonomy, and more access to advanced information technology.

2. In contrast to the fact that MOOC platforms are used extensively and successfully in primary education in foreign countries , MOOC platform is now only in some parts of our country to get a trial (Chen Yonggeng and Zhong Man，2016). In China, there are few MOOCs in basic education. Here "basic education" refers to junior secondary education and primary education. Theoretically speaking, MOOCs can help to promote the development of education and the fairness in education, but there are still more difficulties in applying them to basic education.

(1) There are few MOOC resources of basic education, most of which are developed in higher education. Strictly speaking, MOOC is a way of learning for adults, a reform in higher education. MOOC is mainly aiming at college students, so it has become mature both in resources and curriculums in higher education, and both research and application of MOOC in China always take place in higher education, too. There is little research and application of MOOC in basic education.

(2) Self-control of learners is one of premises to complete MOOCs successfully. In basic education, the audience is young with poor autonomy and self-control. In terms of the contents conveyed by MOOCs, MOOCs are suitable to any kind of education, but when it comes to the target audience, different from college students, students of basic education are not autonomic enough to attend MOOCs alone. Thus, the application of MOOCs in basic education relies more on substantial collaboration between teachers and parents. In the process of learning, students depend much on the information offered by their teachers and parents, which makes it harder for them to attend MOOCs consciously. Without teachers' proper guidance of learning or parents' supervision, MOOCs learning of students in basic education can't achieve the expected results.

(3) At the stage of basic education, it is still the exam-oriented education, so exam results are still the most important thing to evaluate both teaching and learning efficiency. According to a survey online, some of parents don't approve of MOOCs in basic education, because they worry about the bad effect MOOCs may bring to their children's eyes for long staring at computer screen, and many of them fear for the low learning efficiency when both of parents have to go to work and leave their children study online at home alone.

(4) As is known, it often takes a long time for teachers to prepare for a MOOC, especially the recording part, and since the audience is teenagers or the younger who always distract their attention easily from things they think less attractive, not only the contents but also the representation should be paid much more attention, which definitely will exhaust makers. Generally speaking, curriculums in basic education are much easier and less than that in higher education, so most of teachers would like to undertake their teaching activities in class.

3. The learning effectiveness and efficiency of MOOCs in humanities are not as good as that in science and engineering. Just as the tenured Professor Hans Martin Sars ever said that MOOCs were good enough for chemistry and math, but not good enough for humanities, such as, bioethics, philosophy, etc, which are more complicated and need to be explained from multi-dimensional perspective (Tang Ying, 2015). Humanities is a special subject group about the relationship between people, mainly focusing on relief, emotion, mentality, morality, aesthetics, value, etc, which are relevant to human beings or individual spirits. Different from science and engineering, humanities consist of lots of concepts and theories which should be understood with emotion and reflection, and should be conveyed through communications between learners with empathy. At present, most of MOOCs have been made with fancy recording forms, without which there is the thing left more like the traditional teaching mode—more monologues of teachers, less interaction between teachers and students.

III. CASE ANALYSIS

A. Objects of Study

The author of this essay chose the MOOCs in Jining Medical College as a case analysis. Ninety teachers of three different age groups(25~35, 36~45, 46~55) and two hundred college students from four different grades(freshman, sophomore, junior, senior) with fifty students in each group were chosen randomly to be the objects of this study. By the way, Zhihuishu (mentioned in Part I) has been used as the online education platform in Jining Medical College.

B. The Research Method

The research was conducted by means of questionnaire survey, mathematical statistics, and interview. The author interviewed ninety teachers about the usage of MOOCs, while two hundred college students were given two questionnaires: one is about factors affecting their choice of MOOCs, which were taken back on the spot with 3 invalid, while the other is about the factors affecting their MOOC learning, among which 5 are invalid.

C. Data Processing

In this research the questionnaires with Unicode were analyzed with SPSS23.0, and the statistical description of the count data is performed with frequency and percentage.

D. The Results

1. The results of the interviews

The author, in spare time, has interviewed ninety teachers of three different age groups(25~35, 36~45, 46~55), with 15 females and 15 males in each group. They were asked about the usage of MOOC, and answers have been shown in Table I

TABLE I
THE RESULTS OF THE USAGE OF MOOC IN DIFFERENT AGE GROUPS
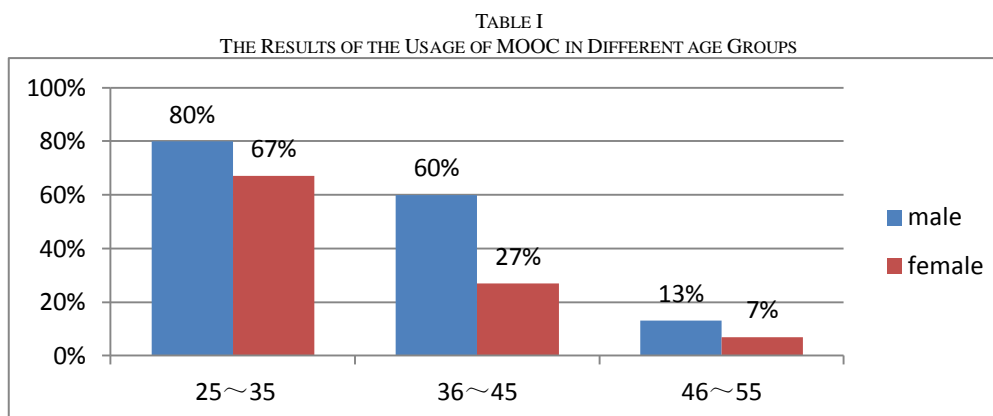
From Table I, we can see: In the age group of 25~35, most of them would like to conduct MOOCs, with 10 out of 15females and 12out of 15 males, which is may due to the fact that they are young and ambitious enough to like to learn something new, and that most of them are single or newly-married who can have more time spent on work; In the age group of 36~45, there is a decline of the usage of MOOCs in male teachers, with a sharp downturn in female teachers, and the main reason is that people of this age always have a family with children to tend or to tutor, especially women of this age in China who are usually given the main responsibility for taking care of their children and their family, as a result of which they spend less time in exploring new things and they just want things to go on easily and smoothly. Conducting MOOC will consume much more time than traditional teaching, so most of them would like to adopt the traditional ways in class; In the age group of 46~55, few of them will undertake MOOC, because man of this age has little passion for change, and they firmly believe that the accumulated teaching experience instead of their teaching mode is the most precious thing for their work as well as for students.

2. The Results of questionnaires

Two hundred college students in three different grades (freshman, sophomore, junior, senior) were chosen randomly to answer the questions about the reasons for choosing or quitting a MOOC. They were people who could almost speak for all undergraduates of Jining Medical College, because they were the people who were going to have or were having or had had a MOOC or MOOCs. The questions were designed into multiple-choice questions. Actually, the question about the reasons for choosing a MOOC is the question about their motivations for a MOOC. The results of questionnaires have been illustrated in Table II and Table III.

TABLE II
MOTIVATIONS FOR MOOCs   N(%)

Motivations	freshman	sophomore	junior	senior
Obtain more things outside curriculums	4(8)	17(34)	25(50)	39(78)
Supplement what 've learned in class	41(82)	30(60)	24(48)	25(50)
Learn top-quality courses at close quarters	3(6)	11(22)	23(46)	41(82)
Like the learning way with open communications	11(22)	14(28)	15(30)	7(14)
Attracted by the brand awareness of MOOC	5(10)	20(40)	29(58)	17(34)
Gain more credits or qualifications	4(8)	15(30)	27(54)	40(80)
Be curious about the way of learning	13(26)	0(0)	0(0)	0(0)
Follow suit	9(18)	0(0)	0(0)	0(0)

From Table II, it can be concluded that in whole college students have known what MOOCs are from the beginning of their college life, while the reasons for MOOCs are different from each other. In China, for various reasons, MOOCs seldom take place before colleges and universities, so to the freshmen, they have learned of MOOCs but seldom

experienced it. Thus, 13 out of 50 of them choose MOOCs just for curiosity and nearly 18 percent of them follow suit, while most of them choose MOOCs for supplementing what have learned in class because there is a great difference of the way of leaning between high school and college, which requires them to learn more outside the class. At the stage of being s sophomore or a junior when they have got used to college life and when some of them come to know what they really want to achieve in college, they pay more attention to things outside curriculums and they have confidence in the MOOC platform to achieve further self-improvement, so there are more people want to get more credits. When it comes to seniors in college, more and more people want to be more competitive in the future job hunting by gaining more credits and qualifications through MOOC, so they are thirsty for things outside curriculums to get themselves prepared for the coming employment interviews or the Unified National Graduate Entrance Examination, so they pay less attention on college courses. They start focusing on top-quality courses at close quarters, which can broaden their horizons and can help them make a decision on where they want to make a further study. In whole, at first most of them are not aware of the value of MOOC, and they attend it with weak motivations, but to students of senior age, they become more aware of the choice of MOOC and know clearly what they want from MOOC with none of them following suit

TABLE III
THE FACTORS AFFTECTING MOOC LEARNING [N=195,N(%)]

Factors Afftecting MOOC Learning	Much	A Little	No
Less spare time	71(36)	108(55)	16(9)
Deep loneliness of study online	119(61)	47(24)	29(15)
Poor autonomous learning ability	113(58)	36(18)	46(24)
Not so fruitful as expected	127(65)	59(30)	9(5)
Weak pertinence of curriculum	108(55)	52(27)	35(18)

The data in Table III tell us that the main reason for quitting MOOC is whether it is as fruitful as they expected, which means they attach great importance to the practical results of MOOC learning. The second factor that means a lot to their MOOC learning is the active learning atmosphere, in which they can communicate and exchange ideas in the process of learning, so most of them will quit MOOC for the poor interaction of it. Nearly 58% students will give up MOOC for the reason that they are not autonomous enough, because MOOC asks people for strong self-control in learning. 108 out of 195 students will quit MOOC for its lack of professional knowledge, most of senior students who are busy with internship, preparation for the postgraduate entrance examination, or job-hunting.

IV. DISCUSSION

As an innovative form of online education, MOOC has a huge advantage over traditional classroom, which has been proved by the fact that it has promoted the overall educational quality and narrowed the gap of educational levels by freely sharing excellent educational resources within a larger scope. Like other online education forms, MOOC has broken through the space-time limitation of traditional teaching and learning, setting learners free from time and space. MOOC has functioned greatly in higher education of China, but there are still many problems that can't be ignored and should be solved as promptly as possible.

A. Problems in the Construction of Online Resources and Its Solutions

1. There is a lack of diversification and systematization in the contents of online resources and discipline system is incomplete. Most of online platforms feature courses of science and engineering, while a few with contents of humanities don't do well in specialization.

MOOC platforms should keep a balance between disciplines and make them specialized and humanized. Cooperative relations between universities should be established and strengthened to realize mutual complements in disciplines and online resources. Meanwhile, platforms should enhance the broader relevance and interactivity between disciplines, and online resources should be updated in time.

2. The scoring system is not reasonable and complete enough to be used to grade students. Due to the weak regulatory mechanisms, the problem of cheating in exams is severe. Some learners even communicate answers of test publicly online to get through the test, and even a large number of students meaninglessly copy and paste words post online by others to get the points of forum interaction, which will result into the failure in assessing learning efficiency.

A reasonable and scientific check-up system should be set up, and it can be different between different disciplines, and exam system should be established and completed. Technicians of platforms should improve relevant technique to help supervise learning and participating situation of learners, the result of which will be a part of final scores. The reasonable evaluation mode can be established by combining online learning with offline test. At the same time, we can adopt the experience of foreign countries for reference in authentication technology to guarantee the learning credibility of learners and make certificate of completion of MOOCs recognized on a larger scale.

3. Evaluation and feedback can't be conveyed to learners in time. The reliable and

Authentic evaluation and feedback can not only help learners gain the sense of achievement but also help to know the usage of resources. But usually learning effectiveness can't be examined and promoted in time, because questions of learners can't be answered promptly due to the shortage of teaching staff.

If the shortage of teaching staff can't be solved in the short run, teachers can ask some students doing well in their studies to assist them to answer the questions of learners, and can encourage other learners online to offer their answers and reward them properly (not financially), which will help improve learners' motivations for learning and get teachers a little alleviated from work.

B. Problems Affecting Learners' Learning Efficiency

1. The motivation of learners for MOOC is not clear enough. According to the results of the questionnaire about motivations for MOOC learning, we can see that most of students have MOOC for the purpose of supplementing what've been learned in class, that's to say, most of them learn MOOC only to fulfill what their teachers ask them to learn, kind of learning passively and lacking initiative. Less fifty percent of students learn MOOC with the thirsty for knowledge itself, most of whom are seniors. There is even a few people attending MOOC for the curiosity about new things or just following suit. No wonder there is a high rate of registering every year, but a low rate of completion and a high rate of dropout of MOOC. It is unclear motivations that cause the great decrease in the numbers of learners three weeks later on average, which is also the main reason for the low learning efficiency (Huang Hao, Liu Zhi and He Xiangyang, 2015).

Before we start MOOC, we should introduce it to students systematically about its basic information, its structure, its function, and what students can achieve through it. Only by doing so, can most students gain the real motivations for MOOC and finish them with high learning efficiency.

2. Most students said that they couldn't feel the immersion and participation due to the poor interaction. Interaction includes two aspects: interaction between teachers and students, interaction between students. The fact their questions can't be answered in time or their questions are even seldom answered always frustrates them a lot. Due to that fact that most teachers can't spend long time in communicating and discussing with students, many problems can't be solved timely and efficiently, which definitely has a great effect on their enthusiasm for MOOC learning. According to the data about MOOC platform, most of learners never interact with others, and even those who have ever participated in interaction, often interact ineffectively, because there is nothing meaningful in their forum post only with the purpose of scoring from interaction (Li Zhengyan, 2015). Overall, both these two interactions are not satisfactory with small quantity and poor quality.

Teachers should guide positively in the interactive module, offer proper supervision and warnings for their online study, and answer their questions in time in order to enhance their sense of participation and to improve students ' initiative. Meanwhile, learners should be encouraged to interact with each other, even with others of other universities. Above all, the evaluation system of their interactive performance should be established and completed---both the quantity and the quality of interaction should be taken into consideration. What's more, there should be more ways of interaction, including interaction within a class, interaction between classes, interaction through a system called Danmu (real-time comments from viewers flying across the screen like bullets), etc. Effective interaction will make online education attractive and interesting.

C. Difficulties Teachers Meeting in Making MOOC

There is a strong demand for excellent teaching staff and technicians to take part in the construction and development of MOOC, but most of teachers are not willing to participate in it. There are some reasons: First, from learning how to produce a video to online interacting and data supervision, it often takes long time and lots of energy for teachers to make MOOC. Second, heavy teaching jobs and tremendous pressure of the task of scientific research prevent teachers from devoting themselves to MOOC; Third, the lack or the imperfection of necessary incentive doesn't work in motivating teachers to dedicate themselves to MOOC; Fourth, most colleges and universities are not completely aware of the fact that the construction MOOC can help them gain a high profile, so they take an indifferent attitude to teachers' participation of MOOC.

Some measures should be taken to deal with these difficulties. First, the construction of MOOC should be combined with daily teaching jobs efficiently. Teachers can use MOOC as a part of their flipped classroom teaching, and videos produced for MOOC platform can also be used in the classroom, which is a better way to reduce the time of preparation for daily teaching job and to ease the burden of daily teaching tasks. Second, college teachers at all levels should be encouraged to participate in MOOC. Competent authorities of colleges and universities should value the construction of MOOC, and actively organize, motivate and fund teachers to take part in it. For example, the construction of MOOCs can be one of requirements in college professional title evaluation. Third, MOOC platforms can inspire teachers to participate in MOOC by honoring them or entitling them to use platforms freely and with more access permissions.

V. Conclusion

It's true that MOOC, an innovative form of online education, has had a great effect on education in China and there are more and more MOOC courses, but there are still many problems that we can't ignore and we need to solve them promptly and effectively. Only when we know well its status quo, and only when we solve as many problems as we can, can MOOC platforms function perfectly both in higher and basic education in China. Educational reform will never stop all over the world, neither will it in China. The development of MOOC in China should be based on China's

national conditions—its unique cultural background, its present educational conditions, and the habits of teaching and learning, etc---that can make the development of MOOC sustainable and steady.

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- Review process for the selection and rejection of papers
- Name, contact, position, affiliation, and biography of the Guest Editor(s)
- List of potential reviewers if available
- Potential authors to the issue if available
- Estimated number of papers to accept to the special issue
- Tentative time-table for the call for papers and reviews, including
  - Submission of extended version
  - Notification of acceptance
  - Final submission due
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If the proposal is for selected papers of a conference/workshop, the following information should be included as part of the proposal as well:

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- A brief description of the technical issues that the conference/workshop addresses, highlighting the relevance for the journal.
- A brief description of the event, including: number of submitted and accepted papers, and number of attendees. If these numbers are not yet available, please refer to previous events. First time conference/workshops, please report the estimated figures.
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